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PUBLIC EDUCATION

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

PAGE

EXECUTIVE OFFICE - - - - - - - - - 3

ADMINISTRATION AND FINANCE - - - - - 7

INSTRUCTION - - - - - - - - - 10

PROFESSIONAL LICENSING - - - - - 13

TEACHER EDUCATION AND CERTIFICATION 14

STATE LIBRARY AND MUSEUM - - - - - - 15

PENNSYLVANIA IN HISTORY - - - - - - 16

SCHOOL EMPLOYES' RETIREMENT BOARD - 17

HIGHER LEARNING - - - - - - - 18

AUXILIARY AGENCIES - - - - - 19

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AMERICAN EDUCATION WEEK

November 7-13

General Theme:

EDUCATION AND OUR NATIONAL LIFE

Education has always been recognized in America as fundamental to national welfare. The Founders of the Nation clearly realized that effective and enduring self-government requires an intelligent citizenry. However, the Nation in their day was composed of small communities, mostly rural, and largely self-sufficient. They did not and could not envision the sweeping changes which have since come into American life.

NATION A UNIT

Communities are no longer independent areas. Neither are states. The entire Nation has become a single social and economic unit. Education in each community has come to be of significance to all other communities. If we are to continue to seek to fulfill the ideal of equality of educational opportunity it has become necessary for the national government to assist the states and communities in the financing of education.

The general theme selected for American Education Week 1937 is appropriate to the present period when so much stress is being

(Continued on page 9, column 1)

SCHOOL CALENDARS

EDUCATIONAL MEETINGS

JUNE

14 Fifth School of Family Relationships, State College, Pennsylvania
21 American Home Economics Association, Kansas City, Missouri (four days)
21 American Library Association, New York City (six days)
21 One Hundredth Meeting American Association for the Advancement of Science, Denver, Colorado (seven days)
24 American College Publicity Association, Louisville, Kentucky (three days)
25 Pennsylvania Vocational Association, Eaglesmere, Pennsylvania (three days)
27 National Education Association, Detroit, Michigan (five days)
28 National Graphic Arts Education Guild, Chicago, Illinois (four days)
29 Seventh Annual Convention of Student Government Officers, Detroit, Michigan (three days)

JULY

Boy Scouts of America, Washington, D. C.
3 Institute for Social Progress, Wellesley, Massachusetts
5 Institute of Race Relations, Cheyney, Pennsylvania (twenty days)
18 National Federation of Business and Professional Women's Clubs, Atlantic City, New Jersey (seven days)
27 Annual Superintendents' Conference, State College, Pennsylvania (three days)
30 International Art Congress of Design and Applied Arts, Paris, France (seven days)

AUGUST

2 World Federation of Education Association, Seventh World Meeting, Tokyo, Japan (five days)
2 International Congress of Professors of Secondary Education, Paris, France (five days)
19 American Legion, Department of Pennsylvania, York, Pennsylvania (three days)

SEPTEMBER

1 Eastern District of the National Story League, Lancaster, Pennsylvania (four days)
8 The United Chapters of Phi Beta Kappa, Atlanta, Georgia (four days)
20 The American Legion, New York City (four days)
22 Annual Education Congress, Harrisburg, Pennsylvania (two days)
30 Central Convention District, Lock Haven, Pennsylvania (two days)

OCTOBER

1 Pennsylvania State Conference for the Education of Exceptional Children, Harrisburg, Pennsylvania (two days)
6 Camp Fire Girls, Dallas, Texas (four days)

ANTICIPATING ANNIVERSARIES

JUNE

6 NATHAN HALE, 1755-1776, soldier and patriot
10 National Flower Shut-In Day
14 FLAG DAY, Anniversary of the Formal Adoption of the "Stars and Stripes" in 1777
14 HARRIET BEECHER STOWE, 1811-1896, novelist, abolitionist, philanthropist. Author of "Uncle Tom's Cabin" and other works. Elected to the Hall of Fame in 1910
15 Magna Charta signed 1215
15 BENJAMIN FRANKLIN. Identified electricity by the use of a kite in 1752
16 SAMUEL HAMILTON, 1856-1922. Author of "Hamilton's Arithmetic"; outlined plan for State School Directors Association. On roll of honor engraved on the frieze of the Education Building at Harrisburg
19 Children's Day (celebrated in churches, June 13)
20 GEORGE W. ATHERTON, 1837-1906. Founder and President of Pennsylvania State College; enrolled among the honored educators on the roll of honor engraved on the frieze of the Education Building at Harrisburg
20 Fathers' Day
21 Summer begins
21 DANIEL C. BEARD, 1850-..... Naturalist and author; pioneer in the Boy Scout movement
23 WILLIAM PENN'S Treaty with the Indians, 1683
24 HENRY WARD BEECHER, 1813-1887. Orator, reformer and preacher of rare eloquence and personality; opponent of slavery. Elected to the Hall of Fame in 1900

JULY

1 HORACE MANN. Accepted office as Secretary of the Massachusetts Board of Education, became father of the American Public Schools

1938

75th ANNIVERSARY of the Battle of Gettysburg
300th ANNIVERSARY of the First White Settlement (Swede), first courts of law, and the first capitol within Pennsylvania

All methods, processes, principles, degrees of skill, or facts, as of manipulation, speaking, reading, writing, design, science, geography, history, or civics, should be introduced in response to specific needs or situations which require them.

—Dr. Lester K. Ade

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

The Schools of the People

Regular and Reliable Information on Education Essential to Effective Cooperation in Program of Instruction

INTRODUCTORY

The great Horace Mann, Father of the American Public Schools, whose centennial we observe in 1937, once said, "The education of the whole people in a republican government can never be attained without the consent of the whole people. Compulsion, even though it were a desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained. We cannot drive our people up a dark avenue, even though it be the right one; but we must hand out the starry lights of knowledge about it and show them not only the directness of its course to the goal of prosperity and honor, but the beauty of the way that leads to it."

NEED FOR PUBLIC INFORMATION IN THE MODERN PROGRAM

Educational problems are public problems. Any adequate public education program therefore provides for the dissemination of authentic information about the schools. In the frontier school of one hundred years ago the community and school were of such small size that each was constantly informed of the other's activities. Practically all public meetings were held in the schoolhouse which served as a community center. All the children of the neighborhood went to the same school; the teacher boarded around; and there was hardly a man, woman or child who did not know the wages of the teacher, the costs of operating the school, the building conditions, the work of the school, and the behavior of the children. Consequently, there was little need for a formal public information program in the frontier community.

In many sections of our State a different situation now prevails in the modern school system which frequently comprises a dozen buildings in the same community. Meetings of various social groups are held in other places especially provided; only a small part of the children go to any one of the schools; the people do not know each other, much less the teacher; a child may have a half dozen teachers. Moreover the program is elaborate and the objectives somewhat involved in order to meet the various needs of a complex social order. The finances and school tax system are big business and the routine reports are frequently too voluminous and technical to be understood by the lay community. Nevertheless, to cultivate public cooperation and goodwill between the schools and the supporting community is as important as it was a century ago; and since it will not be forthcoming as a matter of course it must be specifically provided for.

OBJECTIVES OF PUBLIC INFORMATION ON EDUCATION

The paramount objective of public information, like that of every other phase of the system, is the improvement of the efficiency of the school system. Sound educational policy at present calls for fundamental reforms in organization, financial support, school plant equipment, curriculum construction, civic education, social leadership, and character building.

The public information program keeps patrons and citizens sufficiently informed to win their active interest and enable them to participate intelligently in school affairs; it stimulates self-criticism on the part of educators and promotes effective cooperation between home and school. Each should be informed of what the other is doing. Parents can cooperate in the program only as far as they are informed of its objectives and methods. The public education program also satisfies a popular demand for educational information. The public is genuinely interested in the schools. They want to know about the modern school. Approximately one out of four persons in America is directly interested in the public schools as a learner, teacher or administrator; and practically a hundred per cent of the population is involved in public education, if not as a student or teacher, at least as a patron, taxpayer or citizen.

CONTENT OF THE PUBLIC RELATIONS PROGRAM

An effective educational program is the very foundation of good publicity. The best information and interpretation of public education are a natural by-product of work well done in the schools. However, dependence upon such automatic, arbitrary and passive means of dissemination is unreliable unless supplemented by a systematic program of public information. It is possible that many of the ill-advised retrenchments made during the depression would have been avoided by such a program.

Educational publicity is simply a means of bringing before the public facts which have been collected from the public school system, and showing what they mean in terms of education and social progress.

The following additional definitions may throw helpful light on the content of the public relations program:

News is the immediate record of the most interesting, important and accurate information obtainable about the things man thinks and says, sees and describes, plans and does.

News is what happens today that interests me. The editor's problem is to multiply me by you and divide by the number of columns.

The underlying characteristics of all news is change. A changeless world would be a newsless world. . . . The degree of news value depends upon the unexpectedness of the change and the extent to which it bears upon the lives, ambitions and prejudices of a large number of people.

METHODS OF DISSEMINATING PUBLIC INFORMATION

If public information on social affairs is to count toward the development of social harmony through better civic relations it must be continuous, appropriate, authentic, and above all understandable to the general citizenry. Educational information should be given out regularly the year around and should be organized with a view to giving the people a unified impression of education in its past, present and future implications. In addition to this regular and systematic stream of information, there should be special publicity for special occasions and projects related to the schools as they occur. If public prejudice and suspicion are to be avoided, the information given out must be factual and unequivocal. For this reason sound and systematic research is indispensable to the program. Since many of the data on education are technical, it is imperative that such devices as charts, graphs and similar means be used to clarify the matter for the lay reader. The language too should be patterned to suit the average citizen.

There are countless media of major importance for the distribution of public school information, such as newspapers, magazines, bulletins, pamphlets, and other substantial published documents. The pupils themselves constitute one of the most effective means of keeping the public informed of educational activities and progress. This is accomplished through their assemblies, entertainments, contests, holiday celebrations, exhibits, demonstrations, glee clubs, parades, and periodic reports. The pupil also provides a very comprehensive stream of information from the school to the community through their athletics, for these events arouse a general interest in the school. The alumni, as well, constitute an effective factor of school publicity. The annual commencement exercises offer one of the most appropriate opportunities of uniting the interests of students and patrons in the cause of public education. Still other agencies are teachers and parents who sponsor numerous activities which contribute toward an effective public relations program.

Of the many other methods of disseminating educational information the most important are the radio, the public forum, motion pictures, the annual America Educa-

(Continued on page 4, column 1)

THE PUBLIC'S SCHOOLS

(Concluded from page 3)

tion Week, illustrated lectures, educational posters, and the educational activities of various social, civic and fraternal groups in our several communities.

In view of the great number of channels through which public information may be broadcast it is evident that careful planning of the program is essential. Many of these are growing in power. The press, the radio, the cinema, the stage, boy's and girl's clubs, libraries, and various extension agencies are exercising an ever-increasing influence on educational and other social services. This influence may harmonize or conflict with the purposes of education. Slight cleavages exist even now in some of these relations. It is therefore the function of this program to effect a closer harmony between the school and all these agencies to the end that teachers, parents, librarians, social workers, clergymen, visiting nurses, club leaders, and penologists may coordinate their efforts with the radio, the press, and the motion picture, in the common purpose of promoting a more efficient educational service in the State. This should be done as a cooperative project involving all groups concerned. An effective organization of educational publicity involves the Board of Education, the Superintendent of Schools, the School Principal, the teachers and the pupils of the school, educational associations, Parent-Teacher Associations, the citizen, and the Department of Public Instruction.

PUBLIC RELATIONS PROGRAM OF THE DEPARTMENT

The Department of Public Instruction is seizing every opportunity to promote social harmony through better civic relations by not only planning a constructive and forward-looking program of education for Pennsylvania, but by establishing the closest possible relations between the citizens, the press, the school districts, and the State.

A monthly bulletin of from eight to twelve pages entitled "Public Education" constitutes one avenue of establishing adequate public relations between the Department and the State at large. This bulletin, which circulates monthly to 11,000 school folks and approximately 6,000 lay leaders, deals with the various services being rendered by the Department and also with current problems in public education as they develop in the various public education institutions and districts.

The Department also issues periodically statistical reports from the Executive Office and bulletins bearing on curriculum materials. Daily and weekly news releases pertaining to its own activities as well as progressive educational movements throughout the State are released, as well as a considerable amount of specific information through correspondence from the various Bureaus and Divisions.

THE COOPERATION OF THE PUBLIC PRESS

The public press plays a vital part in promoting social harmony through better civic relations. In its vast service it comprehends not only public education but every other phase of human interest. The potential constructive force of approximately 600 newspapers in Pennsylvania staggers the imagination. Accordingly, the influence of the press in behalf of the public schools is a factor that cannot be overestimated. It constitutes a medium through which the citizens of the Commonwealth may share the faith of our educational leaders. Newspapers, by giving publicity to vital educational problems quicken the sense of responsibility of the citizen for thoughtful participation in the social task of educating successive generations in a free and universal system of public schools. The power of the press is an invaluable and indispensable aid to the public schools in creating sympathy, cooperation and understanding on the part of the citizenry.

The building of such confidence between school and community goes far toward the bridging of the gap between the thinking of our professional leaders and that of laymen, without impeding progress. It replaces a blind faith in educational institutions and methods by a well informed, intelligent understanding of what the schools are doing and what they propose to do. It gains and keeps the confidence of the community as the public schools progress through ever-increasing degrees of efficiency, and ever-expanding zones of service.

Besides their service as distributors of information relating to the schools, newspapers and other periodicals provide current materials of instruction for the classrooms of the Commonwealth. Such areas of the educational program as civics, social problems, economics, political science, geography, biology, home economics, and aviation, are enriched and enlivened by the content of periodical literature. This grist of reality constitutes an effective balance to much that is theoretical and abstract in the present materials of the curriculum. What might happen is checked with what does happen. Such experience stabilizes the pupil's thinking and effects a more deliberate judgment on the part of the learner.

Editorial writers are usually men of wide experience and keen mental acumen, and therefore render a special service to education by aiding young minds in their interpretation of current, social, industrial, economic, and educational issues. The products of their pens invariably deal with contemporary problems, and therefore facilitate the student's association of the school program with the affairs of the community, nation and world about him.

The present trend is toward a greater use of these current materials in the school. The public press is in an enviable position to influence education in the direction of accurate knowledge and of such attitudes, appreciations and ideals as will lead to social harmony through more intelligent civic relations.

In conclusion, the members of the teaching profession greatly appreciate the constructive service of the newspapers, magazines and press associations of the Keystone State. Their assistance in assembling, disseminating and interpreting information about the schools is of extraordinary value in promoting public interest and participation in an educational program that has the responsibility of meeting the educational needs of the great army of children, youth and adults of Pennsylvania enrolled in our institutions of learning.

ACHIEVEMENTS OF A YEAR

Approaching Term's End Finds Schools Ahead in Far-Flung Program

All Levels of Instruction Advance

A casual review of the activities and achievements in public instruction in Pennsylvania for the year now drawing to a close reveals an encouraging progress in practically every aspect of the widespread educational program. The most significant phase of this advancement is the positive cooperation of public school officials and citizens groups with the Department of Public Instruction in promoting better school service in the State.

Department records indicate that fewer districts found it necessary to appeal for special aid during the current year than in any previous year in the past five-year period. School plants have been improved and new facilities added on a wide scale. This development was made possible in part by the use of Federal funds which supplemented local and State resources in the building program. Teachers' salaries have been restored to the normal scale in hundreds of districts and there is every indication that in the year ahead they will be restored in a great many more. Schools and classes for handicapped children are already functioning in more than 200 communities in Pennsylvania and new schools for these children have been established in at least a half dozen additional places during this year. Likewise, activities in art, music, home economics, and physical education, which had been curtailed previously, are rapidly being restored and extended beyond their previous level. Plans are being laid for the expansion of educational opportunities in art and music so as to include as many children, youth and adults in Pennsylvania as possible. With the aid of the additional funds to be made available through the George-Deen Vocational Act, there is every indication that the program in Home Economics and Vocational Agriculture will be developed to a point where every boy and girl in Pennsylvania, as well as every adult who has need for this type of education, will have an opportunity to enroll in the program.

Through the development of adult education classes a great many out-of-school youth have been provided educational and recreational opportunities during the current year. These services, together with the opportunities offered for post-graduate work in the secondary schools and the ever-increasing enrollments in the junior colleges, are going far toward providing adequate educational opportunities for the thousands of out-of-school youth in our Commonwealth.

Still other advantages that the present year has made possible for these young men and women are the student-aid program and the guidance and counselling service that have been developed under the direction of public school officials in all parts of the State. Part-time and evening school classes that have been arranged after surveys had been completed in the cities, counties and communities of the State, have been provided as a further educational accommodation to this needy division of our population.

The general trend to assist local districts in financing an adequate program of in-

(Continued on page 18, column 3)

SAFETY IN AIR NEW AIM OF EDUCATION

Added Responsibility on Schools Seen in Widespread Use of Aviation

It is the function of public education not merely to keep pace with a rapidly evolving civilization, but to assume some leadership in directing social progress. Hence the widespread use of air transportation in America imposes a two-fold responsibility on public education: first, the responsibility of assisting all the children and youth of the land to adapt themselves to this new phenomenon in their environment; and second, to facilitate the development of aviation in desirable directions. At the bottom of the entire public education program lies the task of preparing children and youth for a happy and efficient life in a changing world, and in assisting them to become adjusted to new needs and conditions.

Schools Keep Pace

The history of the public schools, especially in the more recent period, is full of examples of how education has functioned to bridge the gap that is being constantly formed by an advancing civilization pulling away from tradition. The sensational evolution of transportation from the horse to the airplane; of communication from the written page to radio; of amusements from simple pastimes to the modern motion pictures; of business practice from the bookkeepers' ledger to the swift machinery of a modern office—these and dozens of other developments, have been met by effective modifications of the public education program.

No less consideration should be given an industry that has risen in a short span of years from a novelty to a major phase of American life. During the last decade aviation service has grown from a little more than 2,000,000 passenger miles to 42,000,000 passenger miles a year.

Factor of Safety

The aspect of aviation which most directly concerns public education at present is the factor of safety—safety for those who fly as well as for those who otherwise participate in the aviation program. As the industry spreads to touch the lives of an ever-increasing percentage of the population, the safety equation becomes more and more important. Even though the industry is in relative infancy, the wrecks and loss of lives in aviation that have marred the progress of the industry, can be appreciably scaled down by an effective instruction program in the public schools.

Accidents Avoidable

Accidents in the air, just as accidents on the highways and sea-ways, are relatively avoidable. Through the cooperation of aviation lines and corporations, and with the interest and assistance of public and civic groups, the public schools can make a distinct contribution to safety in the air by providing a program of activities practical in nature and adapted to the specific conditions and needs that prevail in the realm of air enterprise.

For children of those degrees of ability regarded as subnormal or supernormal, provision should be made for curriculum content suited to their respective needs.

—Dr. Lester K. Ade

DISTRICT SUPERINTENDENTS COMMISSIONED

Superintendent Ade Fills Twenty-Eight Vacancies in Two-Year Period

CHANGES CAUSED BY DEATH, RETIREMENT AND PROMOTION

Since his inauguration into office as Superintendent of Public Instruction in May 1935, Dr. Lester K. Ade has issued seventy-six commissions for superintendents and assistant superintendents of the counties and districts of the Commonwealth. Causes of vacancies consist principally of death, retirement, promotion, resignation, and recommission.

These commissions comprise six for county superintendents*, twenty-eight for district superintendents, nine for assistant county superintendents, and thirty-three for assistant district and associate superintendents.

From the standpoint of time, these seventy-six commissions issued during the period from June 1935 to July 1937 distribute themselves as follows:

1935	
July	7
August	5
September	3
November	1
1936	
January	15
February	1
April	1
May	1
July	5
August	4
September	3
November	2
December	2
1937	
January	19
February	1
May	2
July	4
	76

It is noticeable from this tabulation that July and January—the beginnings of the fiscal and calendar years, respectively, are the periods during which superintendents change positions.

Of the seventy-six commissions, twenty-eight were issued for district superintendents. This number constitutes about sixteen per cent of the total number of 176 superintendents in the Commonwealth. These twenty-eight commissions became necessary because of the retirement of seven superintendents, the transfer of five others, the death of three, the creation of seven new positions, the promotion of two to membership in the Department of Public Instruction and of one to the presidency of a State Teachers College, the recommissioning of two others, and the resignation of one. Superintendents who transferred from one office to another during the two-year period include John W. Hedge, who transferred from Windber Borough to Lebanon City; Robert R. Abernethy, who transferred from Lebanon to Harrisburg; H. V. Herlinger, from Midland Borough to Mt. Lebanon Township; C. Herman Grose, from Mt. Lebanon Township to Erie; and David H. Stewart, from Beaver Borough to Dormont Borough.

The new superintendencies include Mt. Carmel Township to which Patrick J. Burke was elected; Grove City Borough to which H. M. B. Lehn was called; St. Clair Borough to which Charles R. Birch was chosen; Johnsonburg Borough, G. E. Engstrom; Avalon Borough, S. Todd Perley; North Huntingdon Township, Carl C. Pearsall; and German Township, J. Carman Newcomer, Superintendent. The three superintendents who died during the period in question were M. H. Thomas of Harrisburg, Ralph R. Radcliffe of Dormont, and W. H. Dodd of Allentown. Promoted to positions in the Department of Public Instruction were Samuel Fausold of Monessen, who became Deputy Superintendent of Public Instruction; and Donald P. Davis of Arnold Borough, who became Chief of the Division of Child Accounting and Research. Joseph F. Noonan was promoted to the Presidency of the Mansfield State Teachers College.

The district superintendencies fall into three classes; namely, cities, boroughs and townships. Of the twenty-eight new commissions, fourteen were granted superintendents of borough districts, nine to superintendents of city districts, and five to superintendents of township districts.

Following is a composite report of the twenty-eight commissions issued to district superintendents by State Superintendent Ade since June 1935:

(Continued on page 17)

Administrative Assistant to Commissioner of Education Appointed

The appointment of Dr. Cyril F. Klinefelter to the position of administrative assistant to the Commissioner of Education has been announced by the United States Office of Education at Washington. Doctor Klinefelter received most of his professional preparation and gained most of his professional experience in the state of Ohio.

The new position, which was created by the last Congress, comprises such duties as assisting the Commissioner of Education in the administrative duties of the Office, acting as technical and administrative assistant on problems and policies concerned with the internal administration of the Office, and with certain problems in relation to other Federal, State and local governmental agencies.

CAUSES OF EIGHT-FOLD INCREASE IN SECONDARY SCHOOL ENROLMENT

During the past twenty-five years, the enrolment in secondary schools has grown more than eight times as fast as the population. This extraordinary increase, which obviously affects school building developments, is attributable to the following causes: Democracy requires complete education for all as a basis of self-government; the use of machinery has increased the per capita wealth; improvements in transportation facilities provide easy access to schools; large scale industry demands educated workers; and certain legislation has produced a sharp decline in child labor.

—Dr. Lester K. Ade

Increasing Vocational Opportunities Encourage June Graduates

Shortage of Candidates for Specialized Occupations Shown by Survey

As the school year draws to a close some 15,000 college graduates and approximately 100,000 secondary school graduates are facing the alternative of finishing their education or beginning their occupational careers. For those who move in the former direction the course is quite definitely charted, but for those who are entering vocational life there is a veritable maze of careers to follow. It is at this critical point that the effectiveness of educational guidance receives its most crucial test. The inevitable question arises: How well and how definitely has the school system prepared these thousands of young men and women to face their first major decision? Is there any reasonable ratio between the number of candidates for various vocations and the vocational opportunities in the several fields of work? What occupations hold the best opportunities for these graduates?

A recent survey reveals considerable promise for this year's graduates. Agencies engaged in placing prepared candidates into positions are finding little difficulty in securing positions for well-qualified persons. Openings are numerous for workers in public health nursing, office machine operation, building trades, social work, household employment, and metal trades. These increased opportunities are due to the unusual activity that is under way, in the construction of houses, the rapid expansion of plants in industrial work, the new need for public health services under the social security program, and the widespread adoption of business machines in connection with office practice in banks and other large corporations.

Another reason for the present promising outlook for candidates for positions is the fact that this year, when recovery is bringing about renewed business activity, many companies and organizations have found that they are undermanned to accommodate the increased volume of work and that additional personal services are needed in the expanding business program.

Data secured from various sectors of the business and industrial fields emphasize the importance of character, personality and social address as well as technical skill or professional preparation, in practically all occupations. The emphasis being placed on personal and social development in the public schools and colleges is yielding definite and valuable benefits to those who have made the best use of opportunities in these directions. Education is more and more concerning itself with the development of an integrated personality without losing sight of the importance of thorough preparation for special vocational services.

It is fortunate that at a time when the practical rewards of effort are at their low point, the opportunities for men and women to expand their mental outlook are better than ever before.

DEPARTMENT MEMBER HONORED

Chief Music Education Granted Doctorate at Temple

In recognition of his services in the field of music education in the state-wide program of the Department of Public Instruction, M. Claude Rosenberry, Chief of the Division of Music Education, was granted the Degree of Doctor of Music by Temple University at the mid-term period of the current year. In being tendered this honor, Doctor Rosenberry was cited for the "fine orchestras and choruses that have become a part of our enlarging school activities, and the music instruction and appreciation that have been brought to a high level."

Doctor Rosenberry is a native of Pennsylvania, and received his early education in the public schools of Northampton County. He is a graduate of the State Teachers' College at East Stroudsburg and of New York University. In Pennsylvania, his professional experience comprises service at East Stroudsburg, Easton, Philadelphia, Reading, the State Teachers' College at West Chester, and Girard College. In New York, he was an instructor for a time in the Westerleigh Collegiate Institute, in New Brighton.

Other professional interests of Doctor Rosenberry include membership in the Music Educators' National Conference, Eastern Music Educators' Conference, Pennsylvania State Education Association, National Education Association, Wednesday Music Club, and Torch Club International. In most of the music organizations mentioned, he has served in an official capacity.

Texas Gratitude

State Superintendent Ade Receives Expressions of Thanks From Stricken School District

In response to his messages of sympathy apropos the recent school tragedy in Texas, Dr. Lester K. Ade, Superintendent of Public Instruction, has received expressions of gratitude from the State Superintendent of the Schools of Texas, and from Mr. W. C. Shaw, Superintendent of the Overton Schools of that state.

Dr. L. A. Woods, who is head of the schools in the "Lone Star State" represented the sentiment of the New London School District when he wrote to Doctor Ade saying: *"May I take this opportunity of expressing to you and your educational forces of the Commonwealth of Pennsylvania the sincere appreciation of the people of the New London School District and also my appreciation for your message of sympathy. The entire citizenship of this State is shocked and deeply grieved over the tragedy which is unparalleled in history."*

Superintendent W. C. Shaw of Overton, Texas, addressed the following response to Doctor Ade: *"The School Board, the Faculty, and the Student-body all join me in offering this expression of our appreciation for the sympathy you have expressed during this tragic occasion, as well as for the other contributions your fellow citizens have made. All are truly appreciated."*

STRUGGLE AND SACRIFICE AS FACTORS OF SUCCESS

LESTER K. ADE
Superintendent of Public Instruction

Struggle and sacrifice are effective conditioners of the human organism and are part and parcel of the varied development of mankind toward a better civilization. Humanity is always best in face of difficulty. Most of the historic triumphs of American life have been won amid hardship and sacrifice almost beyond belief. America was built by pioneers. These men and women fought the enemy, conquered the forest, cleared the land, built homes, established schools and churches, won freedom from England, and laid the foundation for a democratic form of government.

We must develop a high degree of self-reliance which the great Emerson declared to be the corner-stone of success. It is this spirit of self-reliance which makes for a manly independence, studious industry, rational frugality, and self-denial. Do not hesitate to sacrifice in the fore part of your life if you hope to succeed in the latter part of your life. The road to future happiness lies in the acceptance of difficulties as a challenge to manhood.

We still need the spirit of the pioneer in this new age, for the problems that confront us here and now are as great as those that confronted the early man and woman who made this city, this State, and this Nation. However, we need new kinds of pioneers —men and women who face the future fearlessly, intelligently, devotedly, enthusiastically, and who are seekers after truth whether this truth be a new law of physics, a new machine, a cure for disease, or a means of ending war. You and your teachers must help produce men and women who will have this pioneer spirit and a vision of the future, men and women who will help lead us into a new promised land.

UNIFIED ADMINISTRATION

No board of education can expect a maximum of educational development in a school system where the responsibilities are divided among two or three individuals and where each one is reporting separately to the board of education. The unit system of school administration is the only system which will fully safeguard the rights and privileges of all the children of all the people.

—George D. Strayer
N. L. Engelhard

ADMINISTRATION AND FINANCE

DR. CLARENCE E. ACKLEY
Director Bureau Administration and Finance

School Boards Aided in Carrying Out Provisions of New Tenure Law

Department Sends Communication Outlining Procedure in Negotiating New Contracts

COMPLETE TEXT OF LAW INCLUDED

The new Tenure Act for teachers and supervisors which became effective April 6, imposes on school boards the requirement that every school district shall, within thirty days after the effective date of the Act, enter into a contract with all teachers now employed. While the form of contract to be used is given in detail in the Act itself, the Department of Public Instruction, in order to assist school boards in carrying out the new provision, sends a model form of contract for their guidance.

"We realize that thirty days will not give you much time in which to make the necessary preparations for carrying out this provision of the law," wrote Superintendent Ade. "This Department is, therefore, having five thousand copies of the Act printed immediately in order that an official copy of it may be placed in the hands of all superintendents of schools and school board secretaries."

COMPLETE TEXT OF THE NEW TENURE LAW

(Act Number 52)

Section 1. Be it enacted, &c., That section one thousand two hundred and one of the act, approved the eighteenth day of May, one thousand nine hundred and eleven (Pamphlet Laws, three hundred nine), entitled "An act to establish a public school system in the Commonwealth of Pennsylvania, together with the provisions by which it shall be administered, and prescribing penalties for the violation thereof; providing revenue to establish and maintain the same, and the method of collecting such revenue; and repealing all laws, general, special or local, or any parts thereof, that are or may be inconsistent therewith," is hereby amended to read as follows:

Section 1201. The Board of School Directors in every school district in this Commonwealth shall employ the necessary qualified teachers to keep the public schools open in their respective district in compliance with the provisions of this act.

The term "**professional employe**," *as used in this act, shall include teachers, supervisors, supervising principals, principals, directors of vocational education, dental hygienists, visiting teachers, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists, school nurses who are certified as teachers and any regular full-time employe of a school district who is duly certified as a teacher.*

Section 2. Section one thousand two hundred five of said act, as last amended by section twenty-six of the act, approved the twenty-ninth day of May, one thousand nine hundred and thirty-one (Pamphlet Laws, two hundred forty-three), is hereby further amended to read as follows:

Section 1205. In all school districts [of the second, third, and fourth class], all contracts with [teachers] *professional employes* shall be in writing, in duplicate, and shall be executed on behalf of the Board of School Directors *(or Board of Public Education)* by the president and secretary and signed by the [teacher] *professional employe.*

[After the thirtieth day of June, one thousand nine hundred and twenty-nine.] Each Board of School Directors or Board of Public Education in all school districts [of the second, third, and fourth class] in this Commonwealth shall, *within thirty days after the effective date of this act,* enter into contract, in writing, with all [teachers, supervisors, supervising principals, and principals] *professional employes now* employed by them, [and said contract] *and thereafter shall in the same manner enter into contracts, in writing, with each professional employe at or before the time the employe first enters the service of the district. Said contracts* shall contain *only* the following:

"IT IS AGREED BY and between ...., [Teacher] *Professional Employe,* and the Board of Directors *(or Board of Public Education)* of the school district of ....., Pennsylvania, that said [teacher] *professional employe* shall, under the authority of the said board and its successors, and subject to the supervision and authority of the properly authorized superintendent of schools *or supervising principal,* teach in the said school district for a term *of* ..... months, for an annual compensation of $....., payable monthly or semi-monthly during the school term *or year,* less the contribution required by law to be paid to the Teachers' Retirement Fund, *and less other proper deductions for loss of time.*

"This contract is subject to the provisions of the act, approved the eighteenth day of May, one thousand nine hundred and eleven (Pamphlet Laws, three hundred nine), entitled 'An act to establish a public school system in the Commonwealth of Pennsylvania, together with the provisions by which it shall be administered, and prescribing penalties for the violation thereof; providing revenue to establish and maintain the same, and the method of collecting such revenue; and repealing all laws, general, special or local, or any parts thereof, that are or may be inconsistent therewith, and the amendments thereto. [and to such regulations as the Board of School Directors of this district may impose consistent with the said act.]

"AND IT IS FURTHER AGREED by the parties hereto *that none of the provisions of this act may be waived, either orally or in writing, and* that this contract shall continue in force year after year, with the right of [the Board of Education or] the Board of School Directors *(or Board of Public Education)* to increase the compensation over the compensation herein stated, from time to time, as may be provided under the provisions and proper operation of the established salary schedule, if any, for the school district, [or to change said salary] subject to the provisions of law without invalidating any other provision of this contract, unless terminated by the [teacher] *professional employe* [at the close of the school term] by written resignation presented sixty days before [the close of said school term,] *resignation becomes effective,* or by the Board of School Directors *(or Board of Public Education)* by official written notice presented to the [teacher] *professional employe:* [sixty days before the close of the school term] *Provided, That the said notice shall designate the cause for the termination and shall state that an opportunity to be heard shall be granted if the said professional employe, within ten days after receipt of the termination notice, presents a written request for such a hearing.*"

(a) The only valid **causes for termination** *of a contract in accordance with the provisions of this section shall be—Immorality, incompetency, intemperance, cruelty, wilful and persistent negligence, mental derangement, persistent and wilful violation of the school laws of this Commonwealth on the part of the professional employe, or substantial decrease in the number of pupils or students due to natural causes. Nothing within the foregoing enumeration of causes, however, shall be interpreted to conflict with the retirement of professional employes upon proper evidence of disability, or the election by professional employes to retire during the period of voluntary retirement, or the compulsion on the part of professional employes to retire at the attainment of age seventy.*

(b) Whenever it shall become necessary to decrease the number of professional employes by reason of substantial **decrease of pupil population** *within the school district, the Board of School Directors (or Board of Public Education) may suspend the necessary number of professional employes, but only in the inverse order of the appointment of such employes. No employe suspended as aforesaid shall be prevented from engaging in other occupation during the period of such suspension. Such professional employes shall be reinstated in the inverse order of their suspension. No new appointments shall be made while there are suspended professional employes available.*

(c) All **hearings**, *under the provisions of this section or any other section of the sohool laws pertaining to the dismissal or the termination of contracts of professional employes, shall be public, unless otherwise requested by the party against whom the complaint is made.*

(d) Before any professional employe is dismissed or refused reelection by the Board of School Directors (or Board of Public Education), the secretary of the school district shall furnish such professional employe with a detailed written **statement of the charges** *upon which his or her dismissal or refusal of reelection is based, together with a written notice signed by the president and attested by the secretary of the Board of School Directors of a time and place when and where such professional employe will*

(Continued on page 8)

SCHOOL BOARDS AIDED IN CARRYING OUT PROVISIONS IN TENURE LAW

(Continued from page 7)

be given an opportunity to be heard either in person or by counsel, or both, before the Board of School Directors (or Board of Public Education). Such hearing shall be not sooner than ten (10) days nor later than fifteen (15) days after such written notice. At such hearing all testimony offered, including that of complainants and their witnesses, as well as that of the accused professional employe and his or her witnesses, shall be recorded by a competent disinterested public stenographer whose services shall be furnished by the school district at its expense. Any such hearing may be postponed, continued or adjourned by agreement by the persons charged and the Board of School Directors (or Board of Public Education).

(e) The board shall have power to issue subpoenas *requiring the attendance of witnesses at any hearing and shall do so at the request of the party against whom a complaint is made. If any person shall refuse to appear and testify in answer to any subpoena issued by the board, any party interested may petition the court of common pleas of the county setting forth the facts, which court shall thereupon issue its subpoena commanding such person to appear before it, there to testify as to the matters being inquired into. Any person refusing to testify before the court shall be held for contempt. All testimony at any hearing shall be taken under oath, and any member of the Board of School Directors (or Board of Public Education) shall have power to administer oaths to such witnesses.*

(f) After fully hearing the charges or complaints and hearing all witnesses produced by the board and the person against whom the charges are pending, and after full, impartial and unbiased consideration thereof, the Board of School Directors (or Board of Public Education) shall by a two-thirds vote of all the members thereof, to be recorded by roll call, determine whether or not such charges or complaints have been sustained and whether the evidence substantiates *such charges and complaints, and in accordance with such determination shall discharge, demote or refuse to reelect or retain such professional employe or shall dismiss the complaint.*

(g) No member of any Board of School Directors (or Board of Public Education) shall vote on any roll call if he is related *as father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle or aunt to the professional employe involved or to any of the parties instituting the complaint.*

(h) A written notice *of any decision of the Board of School Directors (or Board of Public Education), discharging or refusing to reelect a professional employe, shall be sent by registered mail to such professional employe at his or her last known address within ten (10) days after such hearing is actually concluded.*

(i) In all cases where the final decision is in favor of the professional employe, the charges made shall be physically expunged from the records *of the Board of School Directors (or Board of Public Education), and in all such cases, there shall be no abatement of salary or compensation, but a complete official transcript of the records of the hearing shall be delivered to the one against whom the charges were made.*

(Continued on page 12, column 2)

New Law Aims at Widespread Improvements in Education

Score of Advantages to Schools Seen in Provisions of Ruth-Brownfield Measure

The most fundamental and far-reaching in educational implications of all the new laws before the current Session of the General Assembly is the Ruth-Brownfield Measure which aims to establish a more efficient organization of school administration by encouraging the merging of the smallest school districts in the Commonwealth in order to enrich the program of instruction and to effect a better administration of the schools. This legislation lays the ground work for a comprehensive program of improvement in the year ahead. Because of its forward-looking provisions it has received the approbation of a great many organizations and groups of citizens concerned with Public Education in the State.

The Bill has likewise received more intensive study than any other educational measure.

A careful examination of its provisions reveals more than a score of definite advantages to Public School Service in Pennsylvania. Among these are the following:

1. Its main purpose is not only to equalize educational opportunities throughout the State, but to improve these opportunities for the children and youth of the less populous and less prosperous areas.
2. It will save children from educational disadvantages suffered at the hands of a bankrupt or an indifferent school district.
3. It calls for teachers especially prepared for the various types of instruction now offered in the modern school program, and reduces the number of schools in which a single teacher attempts to give instruction in eight different courses to eight different grades in a six hour day.
4. It is conducive to the development of attendance areas sufficiently large to supply practically every form of educational activity now enjoyed in the larger centers—Library, music, dramatics, art, bank, choruses, gymnastics, vocational and industrial arts.
5. It will simplify the operation of the schools by a more efficient organization of administrative units.
6. It will reduce the number of districts which appeal annually for *special aid to financially distressed districts* in order to avoid the necessity of closing or curtailing their school facilities.
7. Under this Bill students who are obliged to attend a secondary school in a foreign district, because none is provided in their own district will have a home secondary school which will make them feel more at home than in another district.
8. It will also give an opportunity for children and youth in rural communities to participate in the numerous activities of a large social group, and thus enjoy social advantages and acquire social ease which can be gained only through such association.
9. It will bring communities together in a spirit of constructive cooperation in a great common cause—the education of their children.
10. The plan outlined in the Bill will not greatly disrupt the regular and continuous functioning of the school program as at present established because it continues this set-up, under County Superintendents, with only slight modification.
11. Districts having relatively smaller resources through the merging with well-to-do districts, under the provision of the Bill, will become able to assure an adequate educational program for the children.
12. It tends to decentralize many powers now imposed in the Department of Public Instruction to County Officials, who are closer to the local communities and, therefore, more likely to understand actual local needs and conditions. The County Board of School Directors, as provided in the Bill, will serve as a relay agency through which many direct services will be rendered to the local districts.
13. It will effect vast economies through the budget review service of the County Office which will suggest ways and means of saving expenditures. For example, through this review service thousands of dollars annually can be saved by an insistence on the proper filing and renewing tax liens and other similar services.
14. It will tend to guarantee school plants that are well adapted to educational needs through the added competent supervision of the County Board of School Directors.
15. It will tend to encourage the provision of more comfortable and healthful school plants in which the pupils spend the greater part of their waking hours during the most critical years of their growth.
16. It stimulates the development of a building program in terms of larger attendance areas and at the same time leaves the ultimate determination of the building program in the hands of the home communities which understand the local needs. In this way the best possible school facilities for the greatest number of pupils and residents will be assured.
17. The movement towards consolidation, the popularity of which is evident from the 860 voluntary mergers that have taken place in Pennsylvania during the past decade or more, will be stimulated and encouraged by the provisions of this Bill.
18. It will make possible a reduction of costs in collection of school taxes and save salary expenditure for tax collectors, assessors, secretaries, treasurers, auditors, and solicitors in districts where the amount of school business does not warrant these services.
19. It will save local school districts much time and money by the establishment of a uniform, simple and efficient system of school accounting.
20. It will stimulate better school attendance by the added service of the County Board of Directors in meeting this problem.

(Continued on page 18, column 3)

AMERICAN EDUCATION WEEK NOVEMBER 7-13

(Concluded from page 2, column 1)

laid on the function of the national government in the life of the Nation. To an ever-increasing extent the welfare of the whole Nation depends upon the welfare of all the geographical sections of the country and upon the welfare of all population groups This is true not only as regards education but in all areas of life.

DAILY TOPICS OF THE WEEK

The daily topics for American Education Week 1937 are all appropriate to the general theme although they are not otherwise interrelated with one another.

General Theme:
Education and Our National Life

Sunday, November 7
Can We Education for Peace?

Monday, November 8
Buying Educational Service

Tuesday, November 9
The Horace Mann Centennial

Wednesday, November 10
Our American Youth Problem

Thursday, November 11
Schools and the Constitution

Friday, November 12
School Open House Day

Saturday, November 13
Lifelong Learning

Two of the daily topics were selected in order that American Education Week might contribute to two great national observances —the Horace Mann Centennial and the Constitutional Sesquicentennial. The other topics were selected as dominant issues in American education at the present time. Not all of the topics will be specially adaptable to all levels of the school system but each level will find that some of the topics are appropriate for its needs.

"School Open House Day" is a departure from the practice in recent years when no day was set aside as a special visiting day for parents and citizens. The date for this occasion is only suggestive and may be shifted to suit local needs. This topic was included this year because reports show that such occasions are one of the major phases of the American Education Week observance in a large number of communities.

The other topics on peace, educational costs, the youth problem, and lifelong learning are educational issues of greatest concern at the present time. There is no community in which they will not provide the basis for profitable discussion during American Education Week.

SUNDAY, OPENING DAY

It will be noted that American Education Week Sunday this year has been set as the opening day of the observance instead of the closing day as formerly. This is in response to suggestions from a number of sources that American Education Week Sunday could be utilized as a means of announcing American Education Week through the churches. The Sunday topic is one which will be appropriate for ministers who wish to combine their Armistice Day and American Education Week sermons.

Succeeding issues of Public Education will present a discussion of each of the seven daily topics of American Education Week.

Safety of Pupils Foremost Concern of Schools

Preventive Measures Necessary to Insure Protection of Child

Guidance Given Districts in Eliminating Hazards

The recent calamity in Texas which destroyed the lives of some four hundred and fifty school children has brought into clearer light the importance of the element of safety in the public schools of our Commonwealth and Nation. Safeguarding the lives and health of children in the schools, both by instruction and through protecting appliances, has been regarded as a foremost objective in the educational program. However, disasters from time to time make it clear that despite the measures enforced at present in the interest of child safety and health, there is still a margin of danger that can and should be eliminated.

The Department of Public Instruction is urging local school officials in all of Pennsylvania's communities to conduct systematic inspections of school premises for the purpose of discovering and eliminating every possible hazard to the health and safety of the pupils and teachers. Competent committees composed of local citizens and officials constitute one of the most effective procedures in coping with this critical problem. Local fire departments are expected to take a major part in the project, and all schools are being asked to rigidly enforce the regulations relating to fire drills.

A number of pertinent questions in the interest of the safety and health of the school children suggest themselves in this renewed effort of school districts to protect pupils and others against physical dangers.

Following are some of these questions:

1. Is your school building considered fire resistive by your insurance company?
2. If not fire-resistive, is your school considered safe?
3. Do all school doors open outward?
4. Are oil, gasoline, cellulose films, or other such materials kept out of the building or in fire-proof closets?
5. Is the room housing the heating plant and basement made fire-resistive on all sides, and ceiling?
6. Is there adequate fire alarm provision?
7. Are there fire escapes?
8. Are fire escapes adequate to empty a floor in two minutes without crowding?
9. Is fire drill conducted at least once a month?
10. Are there adequate exits, with safety locks, in good condition?

In addition to these cautions against conflagration, other factors of health and safety deserve careful consideration. Among these might be included such questions as the following:

11. Is the playground drained and surfaced so that there is a minimum of mud and maximum of use?
12. Are cement walks provided from the street to the school, and from the school to outside toilets, if they exist?
13. Are desks and seats washed, before the opening of school term, with soap and water?
14. Are pupils who are obliged to sit near the stove protected by a screen from direct heat?
15. Can a minimum temperature of 70 degrees be maintained in cold weather?
16. Are the school windows kept clean?
17. Are the artificial lights so shaded that there is no glare?
18. Is the water supply safe at its source?
19. Are drinking fountains sanitary?
20. Is warm water for hand-washing available?
21. Are outside toilets of sanitary construction?
22. Are toilets thoroughly cleaned with soap, hot water, or other cleansing agents at least once a week?
23. Do you consider your school toilets a good object lesson in fixtures and care?
24. Is there ample space for school children to play?
25. Is the school playground so placed or fenced that children cannot run into the street or other dangerous places?
26. Is all apparatus relatively safe and in such condition that accidents cannot occur from faults in the apparatus itself?
27. Are the playgrounds made available for use after school and on Saturdays?
28. Are the remains of food disposed of in a sanitary way and the lunch quarters kept in cleanly condition?
29. Are health examinations of school children conducted without hurry?
30. Are all pupils who show signs of possible communicable disease promptly isolated and sent home under safe escort?
31. Is the school nurse trained in first-aid work?
32. Is there a first-aid outfit containing the usual materials in your school?
33. Do you feel that you are placing present and future health and safety first in the case of every child in your school and to the best of your resources?

Those charged with the responsibility of conducting the public school program of Pennsylvania have done much in the past through health and safety education to keep those in attendance in school safe and in sound health. It is important not only to continue this systematic program, but to improve and extend these essential practices with a view to reducing the hazards to health to a minimum or to their ultimate elimination.

SATISFACTION IN PARTICIPATION

The current school stresses unduly personal success and competition, when it ought to place more emphasis on the service and satisfactions which come from achieving the social objects of the group. In the school of the future, the altruistic thrill of participation should be used more often than the self-satisfaction of egotistic success in winning more honors than the other fellow.

From now on the school must be regarded as enmeshed with life, fore and aft, and to port and starboard! Education must hereafter be regarded as covering the length and breadth of life itself. Education begins before the child enters school and it goes on long after school is over. Plato said "Education begins with the first cry and ends with the last sigh."

Dr. Lester K. Ade

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

Modern School Practices and Projects

Schools of State Meeting Problems of Instruction by Variety of Effective Procedures

SCHOOL THEATRE

The little theatre movement is being capitalized for educational purposes in the Upper Darby Junior Secondary School. Students enjoy an opportunity to write, direct and produce real plays through their club and assembly programs. Student directors not only assume the responsibility of coaching the dramatizations, but of selecting the cast and assuming responsibility for various other duties. Two members of the school have written an original play under this forward-looking program.

TALKING PICTURES

Taking advantage of the newer social and commercial developments, the secondary school at Coatesville has acquired complete talking picture equipment for the use of the students. Through these facilities a considerable amount of new supplementary materials of instruction has been made available in the various learning activities of the school. Represented in the talking picture program are such educational features as the Byrd Antarctic Expedition, colorful travel in France and Germany, the wonder world of chemistry, and music appreciation films presenting Foster, Chopin and Liszt.

EDUCATIONAL LANDMARK SAVED

The pupils and teachers of Northumberland County have participated in a successful campaign to save the ancient octagonal Sodom School in West Chillisquaque Township. This old landmark, erected about 1812, is one of the very few school buildings of the octagonal type still remaining in the Commonwealth, and was fast passing into decay until the recent concerted effort to preserve the structure was started. It is thought that this ancient building, which was left unfinished when its builders were called to war in 1812, was constructed with many sides in order to make a surprise attack by Indians difficult.

CLASSROOMS FOR SOCIAL STUDIES

To accommodate the newer learning procedures practiced in many progressive schools, the new secondary school at Hollidaysburg has four of its rooms filled with tables and chairs. This type of movable furniture makes it possible for the students to adopt their learning techniques to laboratory procedures in English and social studies.

CURRICULUM REVISION

The teachers in the public schools of Chester are just rounding out the second year of a curriculum revision program. During the first year of this constructive effort, orientation in the field of curriculum revision, with emphasis on the basic principles which underly such projects, was the main objective. During the current year the project was organized into units assigned to several committees which work under the direction of a steering committee. Among the several units were the following: Subjects and guiding principles, sociological survey and programming and grade placement. In the elementary and secondary schools there were also committees on the language arts and the social studies which examined units prepared by other schools, consulted recent professional books on the subject in hand, and tried out certain units borrowed from other institutions.

PUBLIC RELATIONS PROGRAM

"Understand your schools" is the slogan that points the principal purpose of the public relations program inaugurated in the Mount Lebanon Public Schools. The program is projected over a period of five years, the successive objectives being as follows:

Information.....Know Your School
Interpretation...Understand Your School
Evaluation.....Examine Your School
Achievement.....Improve Your School

Objectives of the fifth year and following will be developed from the results of the present program. These objectives are treated systematically and clearly in a series of bulletins issued by the school.

READING SURVEY

With a practical appreciation of the importance of useful and extensive side reading by the pupils of public schools, the Northumberland County Superintendent has made a survey of the amount of such reading enjoyed by those attending schools throughout the county. The survey reveals the points at which greater emphasis is needed in order to assure equal reading advantages to all pupils. Steps are in progress to build a progressive library reading service in Northumberland County.

INTEGRATION PROGRAM

A systematic effort in the direction of integrating all of the learning activities is in progress at Aliquippa under a curriculum revision program in the junior secondary school. The plan which includes science, health, English, social studies, art and music, provides for a half day devoted to a unit integrating the content fields and a half day given to the development of skills. The wisdom of those who planned the project is indicated in the fact that it was begun in an experimental way in grades seven and eight, and is progressing gradually to include higher grades.

REMEDIAL READING PROJECT

Language difficulties are being overcome at Beaver Falls by the institution of remedial classes for pupils who are doing poor work in English in the secondary school. Under the guidance of a teacher specially qualified for the work, these students meet for an hour each school day where they enjoy free reading mostly of their own choosing and where they engage in specific exercises designed to help them acquire needed oral adaptations. The principle of guidance in choice of literature operates through the policy of the school which provides these pupils such reading materials as are characterized by lively action, varied sports, interesting adventure, intriguing mystery, and attractive travel tales. In this way the school is solving the aversion which many pupils have to the printed page and showing them that reading can be genuine fun.

In addition to the recreational aspect of the remedial reading classes there are periods set aside regularly for the development of habits and skills in vocabulary building, getting the central idea in a paragraph, outlining a discourse, increasing reading speed, and skimming the printed page for the general thought.

A unique aspect of this effective procedure is the improvement of oral reading. This is achieved with the aid of a dictaphone in which the student reads from a page and then hears his reading from the machine as he follows along in the text. Errors and difficulties of which he is unaware when he reads become startlingly revealed when he hears his voice from the dictaphone.

Schools to Give Instruction in Buying and Selling

Practical Preparation for Living

The movement to broaden the commercial education program in the public schools has received a strong impetus by the passage of the Federal George-Deen Act. Through this legislation the states of the Nation are given Federal grants to extend the vocational education offerings to a greater percentage of the children and youth in the public schools.

While this aid will provide more students with vocational opportunities and encourage a greater number of persons to prepare for teaching these courses, the most significant feature of this progressive movement is the development of new types of vocational instruction particularly in the field of the distributive trades.

Among these newer developments are educational opportunities in modern retail store operation, buying and selling goods, handling of credit, keeping records, advertising methods and ethical standards of public practice. The thousands of boys and girls who complete the work of the public schools to enter these occupations under the present program have acquired too frequently only an inadequate amount of specific preparation for this popular type of work.

In Pennsylvania it is estimated that more than fifty percent of those enrolled in our secondary schools intend to enter business and various trades. This means considerably more than a hundred thousand of Pennsylvania's youth are annually entering careers for which they have only slight vocational preparation.

The extension of vocational opportunities in these fields will constitute an important education service for the children and youth of our Commonwealth; for through these activities they cannot only become better equipped to succeed in their chosen occupations, but will inevitably be more intelligent buyers and consumers of merchandise. Through this program they may also be discerning shoppers, able to distinguish among the various grades of commodities offered in the retail markets, and thus will become better home managers, better citizens, and happier individuals.

NEW BULLETIN ANNOUNCED

"Suggestions for Use of Curriculum Materials" Now Available

CECILIA U. STUART
Chief Kindergarten and Elementary Education

The Department of Public Instruction announces the publication of Bulletin 110, "Suggestions for the Development and Use of Curriculum Materials in the Elementary School." This Bulletin has been carefully prepared for the use of elementary school teachers, supervisors, and administrators in Pennsylvania, and for every prospective elementary teacher who is a student in one of our State Teachers Colleges, as well. To make the most effective and widespread use of this new publication, it is suggested that in some localities the teachers may find it profitable to form groups to study and discuss the different sections of the Bulletin.

UNDERLYING PURPOSE OF PUBLICATION

For some time it has been the policy of the Department of Public Instruction to encourage local communities to choose and develop their own curriculum materials. The reasons for this policy are obvious. The teachers, administrators, and supervisors who have a day by day contact with the community and with the boys and girls living there, are in the best position to learn about inherent needs and possibilities of education. Also, when the curriculum materials are thus selected and developed, there is much more certainty that they will be understood by those who will use them. The function of the Department is to offer guidance needed by communities in the formulation of their own programs of curriculum development. The new Bulletin is designed to aid in the fulfillment of this function. It points also to a type of study on the part of the teacher and supervisor which should result in a continuous revision and refinement of the course of study now in use.

DESCRIPTION OF THE BULLETIN

The Bulletin is divided into six main parts, namely:

(1) Characteristics of a Vitalized Program of Elementary Education
(2) Basic Considerations for Elementary Education
(3) Selection and Organization of Curriculum Materials in Guiding Children's Learning
(4) The Use of Group Discussion and School Journeys
(5) Suggestive Type Units
(6) Bibliography on Curriculum and General Methods

A brief survey of these chapters reveals the kinds of suggestions which are made. The first two sections aid in developing a point of view basic to the effective development and use of materials of instruction. Such questions as the following are answered: (1) What are the characteristics of a vitalized program of elementary education? (2) What is education? and (3) What are the purposes of education?

GUIDANCE IN SELECTING MATERIALS

The third, or main section of this study, offers guidance to teachers in evaluating the selection of curriculum materials and their organization into instructional units. There is growing at a rapidly increasing rate a vast body of curriculum materials—a wide range of books, pamphlets, lesson units, courses of study, and the like—which suggest potential content also for the teacher-in-preparation. This means, among other things, the selection of those wider experiences and contacts which will enable him, in turn, both to select and to enrich the materials in ways appropriate to the children he will teach. As a basis for this kind of evaluation, essential concepts necessary to the formulation of guiding principles are submitted as being among the most important "Meanings and understandings" to be considered. Essential meanings and understandings are suggested basic to evaluating (1) fundamental principles governing effective teaching-learning experiences; (2) curriculum materials in relation to the principles of good teaching; (3) a study of the pupil group to be taught as a first factor conditioning the use of curriculum materials; (4) curriculum materials in relation to goals and purposes; (5) the selection and validation of curriculum materials; (6) the use of curriculum materials in the organization of instructional units for group and individual development; and (7) the use of curriculum materials in the evaluation of pupil progress and in determining evidences of growth.

GUIDING PUPIL ACTIVITIES

Part four offers suggestions for procedures in guiding children in group discussion and in school journey activities. Many teachers who have asked how to guide a group discussion or a school journey so that it may be a real educative experience will be interested in this section of the Bulletin.

UNITS OF EXPERIENCE

In part five are illustrations of units of experience. One unit illustrates in detail the teacher's planning of an integrated unit of learning according to the steps recommended on pages 16-38. The other is an account of a unit as it developed with a specific group of children. As stated in the Bulletin, "The unit method requires a preparation and planning that cannot be standardized and stereotyped." These samples are offered as guides to stimulate and suggest ideas to teachers in their own organization and use of curriculum materials, rather than as samples of procedures to be followed implicitly.

BIBLIOGRAPHY

The bibliography on curriculum and general method at the end of the Bulletin will answer the need of curriculum study groups and of teachers who are especially interested.

EVENING CLASSES PROVIDE EDUCATION AND RECREATION FOR YOUTH

In order to provide wholesome educational and recreational activities for children and youth outside of school hours the school districts at West Lampeter and Rothsville, Lancaster County, are conducting evening classes which are open to all who may be interested. Approximately 250 pupils have enrolled in the classes which meet periodically throughout the year.

The classes are organized according to the interests of those enrolled. In agriculture in both districts there are 120 students; in home economics, 11; in commercial activities, 21; in farmshop work, 7; and in dramatics, 9.

A typical program for these evening meetings comprises assembly and community singing, sectional meetings, and a recreation period. These classes were begun last year, and the attendance has increased approximately two percent over that for 1936.

1937 COMMENCEMENT AIDS

Suggested Materials for Annual Programs Available in NEA Packet

Horace Mann Centennial Included

An increasing number of schools are each year taking advantage of the opportunity of the graduation season not only to honor the graduates but to give the community a better understanding of the schools. This year the Horace Mann Centennial offers a special opportunity for the development of worthwhile programs. The year 1937 commemorates the hundredth anniversary of Horace Mann's acceptance of the secretaryship of the Massachusetts State Board of Education, the first position of its kind in America which has had a continuous existence. The commencement season offers one of the best opportunities of the year to bring the Centennial before the people of America.

In view of this opportunity, the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., has prepared its annual commencement packet for 1937 largely around the Centennial. Realizing, however, that not all schools will wish to use this theme, suggestions for other types of programs are included, particularly through the summaries of programs developed by various schools in 1936. The packet contains, among other items, a special 64-page printed Manual carrying general suggestions regarding vitalized commencement programs; suggestions regarding programs built around the Centennial, including a suggested text for dedicating the program to Horace Mann; a play, "The Greatest Discovery," centering about Mann's life; a Horace Mann pageant; and summaries of 1936 programs.

The packet also contains several valuable reprints of articles on various phases of Mann's life and work; a copy of the 160-page book, Horace Mann: His Ideas and Ideals, published in 1936; and other useful materials. The packet sells for the low cost price of 50 cents.

CLINICAL PSYCHOLOGY

Periodic News-Letter Keeps State Association Informed of Current Activities

ROBERT C. BERNREUTER
Chief Division of Special Education

Clinical Psychology, an informal four page news-letter is prepared and sent out periodically by the President to members of the Pennsylvania Association of Clinical Psychologists. This paper not only reviews current activities in the field of special education, but carries opinions and interpretations of these activities as seen by the President.

The current issue of the periodical, Volume I, Number 2, presents as its main feature "Psychological Service for the Public Schools." Under this heading the President reviews conditions prevalent throughout the State which have given rise to the proposal of legislation to encourage schools to engage certified psychologists in order that children who are mentally handicapped may be given the most intelligent and helpful attention.

This second issue of the pamphlet also presents an article on "The Nature of Intelligence," and brief notes relating to the activities of professional workers active in special education.

SCIENCE IN THE SCHOOLS

Department Committee Studies Problems of Instruction in Important Field

WALTER E. HESS
Senior Advisor of Secondary Education

The Committee on Science in the Department of Public Education is undertaking a study with a view to making a contribution to the solution of some of the practical problems relating to the Science curriculum in the public schools. One of these problems relates to the aims of Science in the school program. The Committee is planning a research and survey for the purpose of determining the place of science education in the instructional program of the State.

A series of conferences by the members of the Committee, however, has revealed a number of special problems relating to science instruction. These problems may be ground under three headings, namely — general problems, problems in the elementary field, and problems in the secondary field.

Following are some of the questions being studied by the Committee in these three fields:

General problems

1. How can we encourage science teachers to share their experiences with one another? In this connection, would it be feasible to encourage good teachers in science to keep a record of units which they have developed and report them to the Department where they can be kept on file for use by the Department?
2. How can the Department make more easily available the visual aids needed in a science program?
3. What is the place of visual education in science?

The elementary field

1. How can a clearer idea of science concepts be developed?
2. Shall science be taught as a separate subject or shall it be integrated with other units?
3. How will it be possible to integrate science into units which have already been developed?
4. What science materials should be made available to teachers?
5. How can science teachers better make use of the environment in the science classes?

The secondary field

1. Should an advanced general science course be offered in the senior secondary school to all pupils not taking the college preparatory science courses?
2. Should a consumers education course be offered in the senior secondary school?
3. Which laboratory procedure is more desirable—the individual or the demonstration type of procedure?
4. How can science teachers make the program more practical in its application?
5. Is a laboratory procedure pamphlet needed by the teacher of science?
6. Should the health program be integrated with the science program?
7. Would it be possible to develop a science course sufficiently practical to be acceptable to the United States Office of Education so that segregation of groups working in science would not be necessary?

SCHOOL BOARDS AIDED IN CARRYING OUT PROVISIONS IN TENURE LAW

(Concluded from page 8)

(j) In case the professional employe concerned considers him or herself aggrieved by the action of the Board of School Directors (or Board of Public Education), an appeal by petition, setting forth the grounds for such appeal, may be **taken to court of common pleas** *of the county wherein the school district concerned is situate. Such appeal shall be filed within thirty (30) days of receipt by registered mail of the written notice of the decision of the board, and a copy of such appeal shall be served by registered mail on the secretary of the school board (or Board of Public Education). The judge of the court of common pleas to whom such petition is presented shall fix a date for a hearing by the court, which shall be not sooner than ten (10) days nor more than twenty (20) days after the presentation of such petition. If the professional employe aggrieved shall so request in his petition, such hearing shall be de novo. Upon the hearing of said petition, the court shall make whatever order it considers just, either affirming or reversing the action of the Board of School Directors, and stating plainly whether the professional employe is to be discharged, refused reelection or is to be retained.*

Section 3. That section one thousand two hundred five-A of said act, as last amended by section two of the act, approved the seventh day of May, one thousand nine hundred and twenty-nine (Pamphlet Laws, one thousand five hundred seventy-six), is hereby **further amended** to read as follows:

Section 1205-A. The **salary** of any [teacher, principal, supervisor] district superintendent, [or] assistant **district** superintendent *or other professional employe as defined in this act* in any of the school districts of the Commonwealth may be increased at any time during the term for which such person is employed, whenever the Board of School Directors *(or Board of Public Education)* of the district deems it necessary or advisable to do so, *but there shall be* **no demotion** *of any professional employe, either in salary or in type of position, without the consent of the said employe, or if such consent is not received, then such demotion shall be subject to the* **right to a hearing before the Board** *of School Directors (or Board of Public Education), and an appeal in the same manner as hereinbefore provided in the case of the dismissal of a professional employe.*

Section 4. That section one thousand two hundred fourteen of said act, as amended by section thirty of the act, approved the twenty-ninth day of May, one thousand nine hundred and thirty-one (Pamphlet Laws, two hundred forty-three), is hereby **further amended** to read as follows:

Section 1214. The board of school directors of any school district of the third or fourth class which has no district superintendent may employ [for a term not exceeding three years] **a supervising principal** of a part or all of the public schools of the said school district, *under and subject to the provisions of section one thousand two hundred five of this act.* Every supervising principal shall be **properly certificated** by the Department of Public Instruction in accordance with such standards as the State Council of Education may establish.

Section 5. That section one thousand two hundred fifteen of said act is hereby amended to read as follows:

Section 1215. Two or more school districts may, *upon the nomination or joint nomination of the county superintendent or the district superintendent under whose supervision such districts may be,* **join in the employment of a supervising principal,** or of a supervisor or teacher of drawing, music, or other special subject, for part or all of the schools of such districts; such supervising principal, supervisor or special teacher to be employed, his compensation paid, and his duties prescribed, by the several districts employing him, *under and subject to the provisions of section one thousand two hundred five of this act.*

Section 6. **No contract** in effect at the enactment of this act **shall be terminated,** except in accordance with the provisions of this act.

Section 7. If any part or parts of this act shall be declared unconstitutional, it shall not affect any other part or parts of this act.

Section 8. That section one thousand two hundred four and section one thousand two hundred and eight of said act are hereby **repealed.** All other acts and parts of acts inconsistent herewith are hereby repealed.

Section 9. This act shall become **effective immediately** upon its passage by the General Assembly and its approval by the Governor.

APPROVED—The 6th day of April A. D. 1937 by Governor GEORGE H. EARLE.

THE AMERICAN SECONDARY SCHOOL

The greatest security that any young person has is in himself—what he is, what he can do with his hands or brain, the part that he can play among his fellows. These are the values to which the American secondary school is devoted. With an enrolment of 6,000,000 young men and women, the secondary school is rapidly becoming a service to all American youth. The school provides wholesome activities for young people who are no longer needed in industry and agriculture. Wise parents have made it possible for their sons and daughters to spend their time in secondary school preparing for the best possible start in life. Never before until America took this course has it been possible for the son or daughter of the average family to enjoy the broader opportunity which the American secondary school gives. A secondary school education is as necessary today as was an elementary school education a short while ago. The American secondary school is the people's college, maintained by all and for all, the mainstay of self government, and the surest guarantee of our liberties.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
Director Bureau of Professional Licensing

$15,000,000 Annually Awarded for Scholarships

Public and Private Institutions Offer Liberal Opportunities to Youth

Educational opportunities in the form of scholarships, fellowships and other types of student-aid valued at approximately $15,000,000, are offered annually to worthy youth of the Nation. Through this generous service thousands of young men and women, unable to meet the financial demands of going to college, are given an opportunity to prepare for careers. These benefits of youth, which demonstrate a fundamental principle of our democracy, assume various forms, including state scholarships, war veterans gratuities, municipal grants, university fellowships, and fraternal and organization funds.

At least twenty states provide for scholarships by law to citizens meeting specific requirements. In Pennsylvania these scholarships are granted on a basis of a competitive examination undertaken by members of the senior classes of the secondary schools on the first Friday of each May. In other states the scholarships are frequently awarded only to students preparing for particular careers, such as teaching, agriculture, engineering, or medicine. The orphans of World War Veterans are also favored by legislative provision for scholarships in thirty-five states.

Other types of student-aid are those given by states to be used in specific institutions, and scholarships and fellowships granted by public and private institutions of higher learning. College alumni associations, social and civic clubs, religious groups, fraternal and industrial societies, and individuals, frequently establish funds for the assistance of deserving young men and women in preparing themselves for professional and other careers.

A survey in this field conducted by the Office of Education, and involving nearly 700 institutions of higher learning, reveals that in one year over 70,000 scholarships and fellowships valued at $11,000,000 were awarded. These, together with the grants made by various educational foundations, raise the total expenditures for student-aid in a single year to well over $15,000,000.

To qualify for these gratuities, candidates must usually rate high in scholarship, choose a specific field of study, enjoy good health, have excellent qualities of leadership and character, and possess a versatility for participation in wholesome and constructive activities. They must also meet the requirements for entrance to the institution in which they desire to enroll.

1937 UNITED STATES SCHOLARSHIP

Available to a representative student from Pennsylvania is a United States Scholarship valued at seventy-five dollars a year, beginning in September 1937. This gratuity, which is offered by the Michigan College of Mining and Technology at Houghton, Michigan, covers the full matriculation fee of twenty-five dollars, and tuition fee of fifty dollars for each year through a four-year course.

RHODES SCHOLARSHIPS

Available Annually to Thirty-two American Youth

Applications Due November 1937

According to the Will of Cecil John Rhodes, thirty-two Scholarships, tenable at the University of Oxford, are assigned annually to the United States. Each appointment is made for two years in the first instance, with a possible third year for those whose record at Oxford and plan of study make such an award advisable. No restriction is placed upon a Rhodes Scholar's choice of studies. The stipend is fixed at approximately $2,000 a year.

The competition for Rhodes Scholarships is organized by states and districts. There are eight districts of six states each. Upon recommendation by his college or university, a prospective candidate may apply either in the state in which he resides or in the state in which he has received at least two years of his college education by the time of application. Each State Committee may nominate two candidates to appear before the District Committee, and from the twelve men appearing before it the District Committee may select four to represent their states at Oxford.

The qualities which Rhodes specified in his will as forming the basis of selection are (1) literary and scholastic ability, and attainments; (2) qualities of manhood, truth, courage, devotion to duty, sympathy, kindliness, unselfishness, and fellowship; (3) exhibition of moral force of character and of instincts to lead and to take an interest in his schoolmates; (4) physical vigor as shown by interest in outdoor sports or in other ways. Some definite quality of distinction, whether in intellect, character or personality, or in any combination of them, is the most important requirement for a Rhodes Scholarship. Financial need does not constitute a special claim for consideration.

Applications must be in the hands of the Secretary of the State Committee not later than November 6, 1937. Selections will be made by State Committees on December 16 and 18, and by District Committees on December 20, 1937. Scholars elected in this competition will enter the University of Oxford in October 1938.

A candidate to be eligible must:

1. Be a male citizen of the United States and unmarried;
2. Be between the ages of nineteen and twenty-five on October 1, 1938; and
3. Have completed at least his Sophomore year by the time of application.

In every college and university there is an institutional representative of the Rhodes Scholarships from whom copies of the memorandum of regulations, application blanks, and other information may be obtained.

The Secretary of the Committee of Selection of this state is:

John V. Lovitt, Esq.
1035 Land Title Building
Philadelphia, Pennsylvania

COLLEGE ENTRANCE EXAMINATIONS JUNE 19-26

Board Announces Centers for Tests in Pennsylvania

The College Entrance Examinations Board has announced the following centers in Pennsylvania at which candidates will be examined from June 19 to 26 for admission to college:

Bethlehem, Moravian Seminary and College for Women, 87 West Church Street, Room 3

Birmingham, The Birmingham School

Bryn Mawr (For women), The Baldwin School

Chambersburg, Wilson College, Warfield Hall, Room 211

Easton, Lafayette College, Kirby Hall, Room 100

Elkins Park, Cheltenham Township High School, Room 220

Erie, Strong Vincent High School, 1330 West Eighth Street, Room 110

George School, George School

Harrisburg, The Harrisburg Academy, 2998 North Second Street, Main Hall

Haverford (For men), Haverford School

Hollidaysburg, Highland Hall, Walnut and Penn Streets

Lancaster, Franklin and Marshall College, Stahr Hall, College Avenue, Room 118.

Mercersburg (For men), Mercersburg Academy, Gymnasium

Philadelphia

Germantown Friends School (For men and women), Germantown Avenue and Coulter Street

Temple University (For men and women), Carnell Hall, Broad Street and Montgomery Avenue, Room 115

University of Pennsylvania (For men), College Hall, Thirty-fourth Street and Woodland Avenue, Room 320

University of Pennsylvania (For women), College Hall, Thirty-fourth Street and Woodland Avenue, Room 204.

Pittsburgh, Carnegie Institute of Technology, Schenley Park, Thistle Hall, Gymnasium

Reading, Senior High School, Thirteenth and Douglass Streets, Room 104

Saltsburg, The Kiskiminetas Springs School

Scranton, Central High School, Washington Avenue and Vine Street, Room 29

Upper Darby, Senior High School, Lansdowne Avenue and School Lane, Room 203

Westtown, Westtown School

Wilkes-Barre, James M. Coughlin High School, 76 North Washington Street, Room 26

Williamsport, Senior High School, West Third and Susquehanna Streets, Room 209

York, York Collegiate Institute, Study Hall, South Duke Street

Teacher Education and Certification

DR. HENRY KLONOWER
Director Teacher Education and Certification

Security of Position Encourages Better Preparation of Teachers

Pupils to Reap Benefits

The greater security of teachers under the provisions of the new Tenure Law, will inevitably result in two important benefits to the children and youth of the Commonwealth. First, it will encourage teachers to improve their preparation for continuous service in the classrooms; and second, it will attract new candidates of superior qualities and talents.

The position-security as now enjoyed by teachers and supervisors, carries with it a responsibility on their part to justify such security in terms of better teaching. Even before Tenure was assured teachers, they made an enviable record with regard to continuing their preparation in service by attending colleges and universities. During the past fifteen years the percentage of teachers who were college graduates rose from 7 per cent to approximately 40 per cent.

The uncertainty of continuous teaching opportunity that prevailed before this Law was enacted undoubtedly discouraged many men and women of superior personality and ability from entering the teaching profession. With the advantage of Tenure as a possible inducement, it is most likely that many candidates of exceptional quality who otherwise would pursue careers in other fields of service will now become teachers in our public schools.

A recent study of the preparation of teachers in the twenty school districts of the second class, indicates the excellent attitude they have shown toward advanced preparation for their important work even before the Tenure Law was enacted. In these districts, which employ anywhere from about 200 to almost 1000 teachers each, the percentage of college graduates ranges from 35 to 61 per cent. In four of these twenty districts the percentage of teachers who hold college certificates is above 50; and in all but four it is above 40.

The following table gives the rankings of these twenty districts on the basis of the per cent of the teachers who hold college certificates:

City	*Rank*	*Total No. of Teachers Employed*	*Per Cent of All Teachers Holding College Certificates*
Lancaster City	1	380	61.8
Hazleton City	2	283	57.6
New Castle City	3	343	57.1
Allentown City	4	550	51.6
Norristown Boro	5	215	48.8
Lower Merion Township	6	263	48.7
Easton City	7	212	48.6
Harrisburg City	8	452	47.8
York City	9	376	47.1
Williamsport City	10	293	46.4
Erie City	11	702	45.9
Reading City	12	632	45.9
Upper Darby Township	13	333	45.6
Bethlehem City	14	356	43.3
Altoona City	15	547	41.3
Johnstown City	16	486	40.1
Wilkes-Barre City	17	601	39.0
Scranton City	18	943	36.8
Chester City	19	331	36.3
McKeesport City	20	370	34.9

GUIDING CANDIDATES FOR TEACHER-PREPARATION

Better Selection of Aspirants Results in Improved Public School Work

Better selection of students who are to prepare themselves for teaching means better teaching in the classroom. Facts compiled by the Department of Public Instruction clearly indicate that the Liberal Arts Colleges and Universities in Pennsylvania are following a more rigid selection program and are permitting only those students who are competent to undertake teacher education courses to enroll in the professional schools. This trend in Pennsylvania is in line with the general tendency throughout the United States, and will ultimately do much to improve teaching in the public schools.

In 1933-34 records indicate that of 14,039 new students enroled in the institutions of higher learning, 22.8 per cent were permitted to enroll in the teacher education courses. Figures of the Department of Public Instruction indicate that of the 14,950 new students enroled for the first semester of the college year 1936-37, 17.3 per cent were permitted to take teacher education courses. If this is the result of a selective process and a restricted enrolment, it is reasonable to expect improved teaching situations.

The Department figures further show that 10,582 students in institutions of higher learning in 1933-34 were preparing to teach. This figure represents 24 per cent of the total enrolment in institutions of higher learning. During the first semester of the current year, 9,484 students were enroled in teacher education courses, representing 19.4 per cent of the total enrolment of 48,883 full-time students.

VOCATIONAL TEACHING ATTRACTS CANDIDATES

700 Now Enrolled in 3 Institutions

The recent rapid developments in the vocational education program of the State have induced a great many candidates to prepare for teaching in this field. More than 700 students are pursuing professional preparation in industrial arts, home economics, and agricultural education in three institutions, namely: Pennsylvania State College, University of Pittsburgh, and University of Pennsylvania. Figures from a current report indicate that in the teaching profession as a whole there are likewise 700 additional members in Pennsylvania this year as compared to last.

The Teacher Education Office in the Department of Public Instruction is experiencing a period of unusual activities. During the last month 652 certificates were issued to teachers in Pennsylvania by the Department of Public Instruction. Of these, 205 were standard certificates, 181 emergency certificates, 184 college, 36 normal, 19 supervising principals, 11 secondary school principals, 2 superintendents commissions, 1 elementary school principal, and the others of miscellaneous classifications. Within the last few weeks the Department has checked the certificates of more than 18,000 teachers in service to determine the propriety of their certification for the special instructional activities in which they engage.

One hundred and five teachers in the Commonwealth have registered during the past month with the Placement Service of the Department of Public Instruction. The Department also received 4 requests from school districts for teachers and supervisory officers. Three teachers were placed in service.

A SALUTE TO THE SCHOOL TEACHER

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people — approximately 800,000 — so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record.

—News Items (Reading Teachers)

STATE LIBRARY AND MUSEUM

DR. JOSEPH L. RAFTER
Director State Library and Museum

Adapting Library Service to Growing Needs

Improvement Sought in Administration, Equipment and Instruction

Libraries are not only an integral part of the modern school program, but are rapidly extending their educational services into every activity in the curriculum. Practically every grade level and every phase of the instructional program are being benefitted by the newer developments of school library service.

Progress in this field is being made in many directions. The objectives of library education are being widened so as to comprise kindergarten, elementary and secondary schools, and to stimulate pupil achievement as well as curricular development.

In the administration of library service, which is usually under the direction of the superintendent and board of school directors, emphasis is being placed on developing more effective and comprehensive programs. This valuable service is being extended to one and two teacher schools in rural areas and to study groups in urban centers. The use of public library facilities is usually arranged for in places where there is no school library or where the school library is inadequate to provide for the reading and reference needs of the pupils. In the larger schools, librarians are often assisted by pupils in developing more extensive services for the learners.

Another function which the school library is fulfilling consists of the instruction to children, youth, and adults in the use of the numerous reading and reference materials available. In some schools, definite courses of library instruction are offered in which such information and procedures as are needed by the children to carry out class assignments, are systematically taught. By this means, pupils in the public schools acquire specific abilities and attitudes that facilitate their studies at college.

Considerable progress is being made in the preparation of libraries and teacher librarians to serve in the public schools of the Commonwealth. Efficient library service requires professional personnel with proper educational background and personal traits, as well as technical preparation. The state teachers colleges and liberal arts colleges are developing improved courses of study for school librarians.

While teacher-librarians are of considerable value in directing the library service in public schools, there is a trend toward the employment of full-time school librarians wherever the size and circumstances of the institution warrant such service.

Many states, including Pennsylvania, require certification of school librarians. Definite standards of preparation have been established in the interest of providing better guidance in the public schools in the use of library facilities.

The reading programs in the public schools are promoted by the school library, which not only provides reading materials but offers guidance in their use. Among the special advantages of library service in the public schools are the furnishing of vital reading materials for handicapped and problem children, the influence on the better choice of reading materials on the part of children, the improvement of scholastic achievement—especially in the elementary schools, the stimulation of reading as a leisure time activity outside of school, and the encouragement of pupils in accumulating personal reading shelves and libraries.

EXHIBITION OF SCULPTURE

Thousands Visit State Museum to View Valuable Display of Art

GERTRUDE B. FULLER
Assistant Director State Library and Museum

A free public exhibition of the $70,000 collection of sculpture executed by Malvina Hoffman was placed on exhibition last month in the State Museum in Harrisburg.

In 1930, the trustees of the Field Museum of National History in Chicago, commissioned Miss Hoffman to go around the world making life-sized studies of racial types for a great anthropological exhibit to be called the Hall of Man. She spent six years at the task. The Hall of Man was opened during the World's Fair and more than two million people saw it during the first year.

The original intention was to have the figures made of plaster with real hair and glass eyes. Miss Hoffman soon persuaded the trustees to have her figures cast in bronze. In this way art and science were united, with the result that the Hall of Man is not only the fascinating anthropological exhibit the Field Museum intended, but a permanent art collection of great importance.

Many of the statues in the exhibition at Harrisburg are replicas, reduced in size, of the figures from the Hall of Man. Nearly all are of bronze with patinas approximating the true skin color of the race represented. There are Ubangi duck-billed women, giraffe-necked women, Balinese and Javanese dancers, pygmy families, Indians, Orientals, Samoan, and Hawaiian Islanders. All types of activities are represented. Hunters, temple dancers, musicians, surfboard riders, athletes, warriors, sailors, fishermen, and housewives are shown.

The sculptress has been unusually successful in catching the subtle differences of tribe to tribe, race to race. Critics have been amazed at the realistic faithfulness and insight into character in her portrayals.

Malvina Hoffman, who is rated the most famous living woman sculptress, had an interesting and adventurous life. She was the daughter of Richard Hoffman, the pianist who toured America with Jenny Lind. Paderewski and Pavlowa were her intimate friends. The great French sculptor Rodin was both her master and her friend. She is the author of a best-selling standard autobiography, "Heads and Tales." Her book concerns chiefly her expedition for the Field Museum of Natural History.

STATE LIBRARY BUSY

Many Patrons Study Social Problems

Museum Gets Gifts

With interest in social problems at its height many patrons who frequent the State Library and Museum seek literature and other information bearing on social legislation, unemployment compensation, and social security. Papers, periodicals, books, and various references containing articles and data relating to these subjects are in continuous demand.

Old Age Pensions are another subject that is being widely studied through the facilities of the library. Not only citizens of the Commonwealth, but many from other states who represent Welfare Agencies, seek the assistance of the Pennsylvania Library in establishing the age of pension seekers who once lived in Pennsylvania. During the past few weeks approximately 500 Mexican War Pension applications were checked and arranged by the Archives Division of the Library.

The current celebration of the Sesquicentennial of the Constitution of the United States; and the forthcoming observance of the Three Hundredth Anniversary of the First White Settlement within the borders of Pennsylvania have stimulated a considerable interest in the History of the State. Numerous requests both by letter and personal interview come to the State Library each week in search of materials in this field.

Through the facilities of the Extension Division of the State Library many rural districts have been served with respect to supplementary books and materials for the Public Schools and Libraries. Over three hundred shipments of books were sent out during the current month. These shipments, which include several thousand volumes besides a great number of periodicals, pamphlets, and other literature, went out not only to Public Schools but to Study Groups, Traveling Library Stations, Public Libraries, and individuals.

The interest in historical data has manifested itself by the increasing number of persons visiting the State Museum. During the past month 21,487 visitors were registered in this Institution. In addition to these, thousands made personal examinations of the historic materials in the Museum; thousands of others were served through shipments of 20,000 slides to Public Schools, Social and Civic Organizations, and individuals. The Museum also provided projectors for the showing of slides circulated—24 of these machines having been loaned during the present month.

Many exhibits of historic interest are being constantly added to the numberless collections already on display in the Museum.

Governor Earle has donated an excellent mounted specimen of sailfish which he

(Continued on page 18, column 3)

PENNSYLVANIA IN HISTORY

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical Commission

Earliest Building in Pennsylvania

Find Brick Foundation of Structure Built by Swedes in 1643 Occupied by Johan Printz, First Governor

In preparation for the Tercentenary Celebration in 1938, intensive efforts are being made to determine the outlines of the first white settlement on Pennsylvania soil, made by the Swedes in 1643. During this effort on Tinicum Island along the shore of the Delaware River in Delaware County, the brick foundation of the first building ever constructed in Pennsylvania by civilized man, was uncovered. These remains are believed to be the foundation walls of either the first church erected in Pennsylvania by the Swedish settlers or the first executive mansion in the Commonwealth.

Historical records indicate that in 1683 Swedish settlers sailed up the Delaware and settled on portions of the present area of New Jersey and Delaware. Shortly afterward, they continued their journey up the Delaware River and established a colony on Tinicum Island. Here, according to the record, the Governor, Johan Printz, built a very handsome and commodious dwelling. He likewise constructed a pleasure house, planted orchards, and laid out plantations. A fort, a church, and a graveyard were other projects completed by these early settlers within the present boundaries of our Commonwealth.

Another result of the work in connection with the preparation for the Tercentenary of the first white settlement in our State was the uncovering on the same island of a number of ancient bricks made from yellow clay and measuring four inches in length, three inches in width, and one and one-half inches in thickness. They are well preserved. Historical records reveal that 500 bricks were shipped to America by the Swedes in 1643, and that 6,000 bricks were consigned about this time to Governor Printz, at his own request, for use in New Sweden, which was situated on Tinicum Island. This is the last direct shipment of bricks made to the colony, according to records; although several thousand were imported from Holland by the company.

The fact, however, that the large shipment of bricks did not arrive until the spring of 1644, and that 6,000 would be insufficient to construct a well-built hall, leaves some doubt to the conclusion that the bricks found recently on the island were a part of the Governor's Mansion. Furthermore, it is recorded that Printz Hall was built of hewn logs, two stories in height and so arranged that it served as his protection against attacks. The lumber for the hall was brought from Sweden, and 400 bricks were used in constructing a fireplace in the hall.

An episode of considerable interest is reported as having taken place on November 25, 1645. While this Swedish settlement was asleep, a drunken watchman let a candle burn, which set fire to the fort, blowing up the powder magazine and almost destroying the entire colony. Excavators working on the site have recently uncovered blackened wood, giving clear evidence of a fire and explosion. In the materials that were uncovered were found many coins of silver, and other objects, proving conclusively that the site of the first white settlement in Pennsylvania had been discovered.

The Swedish colony was deserted after 1655, and twenty-seven years later, William Penn arrived to establish an English colony which continued and developed into our present great Commonwealth. Penn's seat of government was at Philadelphia, and while he was first of an unbroken chain of continuous English and American Governors of Pennsylvania, Johan Printz was actually the first Governor residing and ruling on Pennsylvania soil.

Rare Indian Effigy Unearthed

Algonkian Altar in Lycoming County Estimated 1500 Years Old

An archeological find of great importance has been made recently in Lycoming County on site near Muncy. Its claim to importance consists in its rarity, its antiquity, and its historical significance. The discovery, which was made during the execution of a project under the direction of the Pennsylvania Historical Commission, consists of an effigy known in Indian mythology as the "thunderbird." This symbol, composed of cobblestones, evidently gathered from a nearby stream, is in the form of a huge bird lying with outstretched wings upon the earth. The "thunderbird" figure extends about twelve feet in either direction, the body being approximately the same length as the extended wings. The stones of which the character is formed are burned and cracked from fire, for it is believed that the "thunderbird" was used as the basis on which ceremonial fires were built.

This discovery constitutes one of only three thus far found in Northeastern United States, and is therefore of great significance. According to authoritative estimates the Algonkian Indians occupied this site more than 1500 years ago and since it is known that the "thunderbird" was part of their rituals the find is considered one of the oldest on record. The ground in the area in which the effigy was located is darkened by carbonized material, indicating that the spot was used extensively for ceremonial fires.

Another figure somewhat larger and of irregular shape was found nearby the "thunderbird." This unidentified form, which bears some resemblance to an animal, measures approximately twenty feet from end to end. Numerous artifacts were also found in the vicinity, including a hammer stone, anvils, arrow points, and celts of superior workmanship. Some of these were made of yellow jasper, a peculiar form of flint not found in the Lycoming County area of Pennsylvania.

ARCHAEOLOGISTS MEET

Members of State Society Hear Report of Year's Activities

Amateur and professional archaeologists from all parts of the Commonwealth recently gathered at the Hershey Indian Museum to conduct their annual meeting. After an inspection of the Museum the group held their annual dinner at the Community House which was followed by a meeting in the Little Theatre.

Archaeologists reported on the progress of their work during the past year. Both motion pictures and slides were shown.

Mr. Ross Pier Wright of Erie, President of the Society and member of the Historical Commission, presided. Dr. Dorothy Cross, director of archaeological work for the state of New Jersey, was to be the principal speaker. In the absence of Doctor Cross, her Assistant described discoveries in that state.

Brief reports with illustrations were presented by members of the Pennsylvania Historical Commission on recent discoveries in Luzerne, Somerset, Erie, Greene, Lycoming, Bucks, Delaware, and other counties in the Commonwealth.

The general public attended.

EDUCATIONAL PERIODICALS

CHILD DEVELOPMENT AND PARENT EDUCATION

Among the periodicals dealing with the child development and parent education aspects of education are as follows:

1. AMERICAN CHILDHOOD
   111 Eighth Avenue
   New York, N. Y.
2. CHILD STUDY
   221 West 57th Street
   New York, N. Y.
3. CHILDREN'S ACTIVITIES
   1018 South Wabash Avenue
   Chicago, Illinois
4. CINCINNATI PARENTS AND TEACHERS MAGAZINE
   Cincinnati, Ohio
5. MOTHERS' ACTIVITIES
   1018 South Wabash Avenue
   Chicago, Illinois
6. NATIONAL PARENT-TEACHER MAGAZINE
   52 Vanderbilt Avenue
   New York, N. Y.
7. PARENT EDUCATION
   60 East 42nd Street
   New York, N. Y.
8. PARENTS' MAGAZINE
   9 East 40th Street
   New York, N. Y.
9. SCHOOL AND HOME
   2 West 64th Street
   New York, N. Y.

School Employes' Retirement Board

H. H. BAISH
Secretary School Employes' Retirement System

Pennsylvania's System Encourages Efficient Instruction

An objective of the Department is to operate the School Employes' Retirement System in such a way as to insure better educational service for all who attend the schools of the Commonwealth. An adequate retirement system helps to keep in service properly educated and experienced teachers. Such a system not only attracts the more desirable persons to the profession but provides protection to worthy workers already in service. With the assurance of a retirement allowance in case of disability or old age a teacher with a number of years of experience will hesitate to leave school service even though a higher salary can be secured in some other occupation.

The money contributed by the public to pay the public's share of the cost of the retirement allowances does as much if not more to increase the efficiency of our schools than any other similar amount of money contributed by the public for the support of the schools. The teachers themselves contribute one-half the cost of their retirement allowances.

The Pennsylvania School Employes' Retirement System is now the largest School Employes' Retirement System in America, having an enrollment of more than 77,000 members or 99.9 per cent of all members of the profession.

The present investment holdings of the System have market value above $155,000,000 and the System has the unusual distinction of having weathered the depression in perfect safety and security with no losses in either interest or principal of its investments.

The interest earnings of the System since its establishment on July 1, 1919 amount to more than $46,000,000. According to a recent report of the Secretary the School Employes' Retirement System has paid out to date a total of $18,500,000 in superannuation retirement allowances and $2,900,000 in disability retirement allowances to teachers who became incapacitated for work before reaching the retirement age. In addition to these payments the Board expended $16,500,000 in refunds to teachers who withdrew from school service prior to attaining the retirement age.

The investment of the money is one of the most important problems in connection with any Retirement System. No matter how carefully the rates of contribution for the employes and the public have been computed the Retirement System faces danger unless the money is wisely invested. The Pennsylvania School Employes' Retirement Law gives the Retirement Board considerable latitude when investing the funds of the Retirement System, but the Board has placed a further restriction on its investments by agreeing to invest the funds of the Retirement System exclusively in bonds of the State of Pennsylvania and its political sub-divisions and in United States Government Bonds. When the yield permits the Board gives the preference to Pennsylvania School District Bonds.

The Board invests an average of $1,500,000 each month. Many school districts, especially rural school districts, do not find their bonds readily marketable except at an excessive interest rate, and the Retirement System renders an important service, especially to the taxpayers of rural school districts, by agreeing to purchase their bonds.

While members of the staff regularly visit various districts of the State to keep the profession fully informed of affairs relating to the System, detailed information is also sent out to members of the System by correspondence and printed circulars.

The Retirement Board confers with the Bureau of Administration and Finance as well as with the State Treasurer and other Fiscal Agencies of the Commonwealth in carrying out some phases of its service.

EDUCATE THE HEAD AND THE HEART!

In an address before schoolmen and friends of education, a former President of the United States remarked:

"A man follows his heart rather than his head;" and yet our whole public school system, which is established to produce citizens, is paying more attention to the head than the heart. Further, he says, "we are governed very much more by emotions than by reason," and yet the reason seems to be the main object of school training.

We have recognized the very condition which the President describes when we tried to impress upon our education forces the strengthening of the spirit, so that the emotions may be trained and directed. There is a way to do this, but educational professionalism, with its blind devotion to textbooks and alleged fundamentals, has taken the wrong way.

—Columbus Journal

DISTRICT SUPERINTENDENTS COMMISSIONED

(Concluded from page 5, column 3)

District	Superintendents Commissioned	Replacing	Reason for Vacancy	Date of Commission	
CITIES					
Beaver Falls	J. Roy Jackson	Floyd Atwell	Retired	July 1	1935
McKeesport	James H. Lawson	J. B. Richey	Retired	July 1	1935
Harrisburg	R. R. Abernethy	M. H. Thomas	Deceased	July 1	1935
Lebanon	John W. Hedge	R. R. Abernethy	To Harrisburg	July 1	1935
Erie	C. Herman Grose	John C. Diehl	Retired	August 7	1935
Monessen	Wade F. Blackburn	Samuel Fausold	Promoted	November 1	1935
Philadelphia	Edwin C. Broome	Recommissioned	———	January 6	1936
Bradford	Floyd C. Fretz	J. F. Butterworth	Retired	August 1	1936
Allentown	W. L. Connor	W. H. Dodd	Deceased	January 1	1937
BOROUGHS					
Ridgway	Arnold C. Nelson	W. M. Pierce	Retired	July 1	1935
Windber	J. L. Hackenburg	J. W. Hedge	To Lebanon	July 1	1935
Midland	Walter S. Bazard	H. V. Herlinger	To Mt. Lebanon	August 15	1935
Mahanoy City	Joseph F. Noonan	Recommissioned	Merged District	July 1	1935
Grove City	H. M. B. Lehn	New Position	———	July 6	1936
St. Clair	Charles R. Birch	New Position	———	July 1	1936
Dormont	David H. Stewart	R. R. Radcliffe	Deceased	July 6	1936
Arnold	Hilary L. Holste	Donald P. Davis	Promoted	July 15	1936
McKees Rocks	Walter H. Church	T. K. Johnston	Retired	August 1	1936
Beaver	George A. McCormick	D. H. Stewart	To Dormont	July 6	1936
Braddock	William C. Evans	T. G. McCleary	Retired	February 1	1937
Mahanoy City	Harvey S. Bolan	Jos. F. Noonan	Promoted	May 1	1937
Johnsonburg	G. E. Engstrom	New District	———	May 1	1937
Avalon	S. Todd Perley	New District	———	July 1	1937
TOWNSHIPS					
Mt. Lebanon	H. V. Herlinger	C. Herman Grose	To Erie	August 15	1935
Mt. Carmel	Patrick J. Burke	———	New Position	May 1	1936
Mahanoy	James P. Noonan	Jos. F. Noonan	Promoted	May 1	1937
N. Huntingdon	Carl C. Pearsall	New District	———	July 1	1937
German	J. Carman Newcomer	New District	———	July 5	1937

*Commissions to County Superintendents were reported in the February 1937 issue of Public Education, page 2.

HIGHER LEARNING

SPECIAL EDUCATIONAL SERVICES AT COLLEGE

Penn State Conducts Variety of Projects to Meet Newer Needs

Established for the purpose of promoting liberal and practical education for the several pursuits and professions of life, Pennsylvania State College has this year developed a half dozen special educational services with a view to serving this general object. These efforts, to meet new and statewide educational needs in the Commonwealth, comprise such projects as a music library, a dramatic institute, a school of family relationships, a traffic officer's school, a public service school, an extension course in industrial education, a course in telescope making, and the publication of a new periodical entitled "The Play Shop."

The Music Library at Pennsylvania State College contains records covering the entire range of recorded music. The Dramatics Institute sponsors two distinct types of service—one being the promotion of plays involving students and individuals from all parts of the State; and the other the development of a dramatic library containing some 4,000 plays which are made available to individuals, groups, and organizations.

The School of Family Relationships at the College is now in its fifth year. Among the activities offered during the current term were consumer education, speech correction, home service, budget making, mental hygiene, gardens, and the influence of motion pictures on children.

The Traffic Officer's Training School, however, was a new venture this year, and was patterned after similar projects at Harvard, Northwestern, and other universities. More than a dozen subjects pertaining to traffic safety and police organizations were discussed in detail by noted traffic engineers, educators, and specialists in safety education.

To prepare persons for positions in local and State government offices, State College, this year, sponsored a Public Service School. Among the activities in the program were general education in public service, special preparation as administrators and executives, practice in working as finance and accounting officers, education in public safety, engineering and planning, and welfare work. Some time was also spent in research technique and special work in report writing and public speaking.

Extension courses in Industrial Education were given for teachers in four Pennsylvania communities, and were conducted with the cooperation of the Department of Public Instruction with respect to various features of the program.

Pennsylvania State College is probably the first institution of higher education in the country to offer a course in telescope making to its undergraduate students. While this is a highly specialized field of work the course attracted a great number of students.

The most recent educational departure at State College is the new quarterly publication "The Play Shop," which is issued in conjunction with other extension services in the Division of Dramatics at the College. The new publication is intended for schools, dramatic clubs, and other amateur producing organizations.

Sesquicentennial University of Pittsburgh

The University of Pittsburgh and the alumni are celebrating the 150th anniversary of the University in a series of special programs, dinners, and broadcasts during the coming months. Pitt has grown from a log house with only a handful of men of the "western country" into a magnificent cathedral of learning with a veritable army of professional leaders in a multitude of fields of learning.

NEW DEAN AT STATE

Dr. Marion Rex Trabue, Director of the Division of Education at the University of North Carolina, will come to the Pennsylvania State College July 1 as Dean of the School of Education. He has been active in the field of education for more than a quarter of a century.

Doctor Trabue will succeed Dean Will Grant Chambers, who, upon his retirement, will have completed a half century in the field of education.

THE COLLEGE STUDENT

Characteristics of Typical Undergraduate Defined

A statistically average college student, according to fact, is inclined to be fatalistic, cautious, subdued, unadventurous, yearning for security in a job that is guaranteed to be safe and permanent. If the undergraduate selects a profession, it is mainly because business seemingly does not offer opportunities for aggrandizement as it did in the twenties. If he does go into business, he is tractable corporation material, without any attempt to force his personality and values upon his superiors. In spite of this passivity, the undergraduate of today is intellectually curious, arming himself with facts that may come in handy in a changed world, ready to turn to new leaders, at least in his studies of economics and social sciences. Fearful of the future, the average student marks time, turning to minor cultural and semicultural activities.

ACHIEVEMENTS OF A YEAR

(Concluded from page 4, column 3)

struction has been materially supported by the general movement toward the State's larger participation in financing education. Everywhere in Pennsylvania as well as in other parts of America the sentiment is growing toward having the State bear a larger percentage of the costs of local school service. In Pennsylvania this movement has taken the form of merging some of the smallest districts with a view to increasing their educational opportunities through a financial program that operates on a wider basis.

These definite advancements in public education in Pennsylvania have been made possible only by the clear vision of those charged with the leadership in this great movement, supported by the active cooperation and participation of educators, various social and civic organizations, and friends of the schools everywhere who have manifested an interest in promoting the general welfare through the improvement of our public schools.

NEW LAW AIMS AT WIDESPREAD IMPROVEMENT IN EDUCATION

(Concluded from page 8, column 3)

21. It affords school districts the privilege, when desired, to reduce the costs of materials and supplies of instruction by providing wholesale purchasing facilities.
22. It will stimulate continuous progress of the local educational system by means of studies and surveys of local conditions, needs and possibilities.
23. It will produce a more effective administration of schools by authorizing the County Superintendent to stimulate and coordinate many services in which he has now no direct participation.
24. It will place on a more business-like and equitable basis the transportation service for pupils.
25. It will bring Pennsylvania more nearly in line with the nation-wide movement to improve educational service through the development of larger attendance areas. Many states have already gone far beyond the proposals of this Bill.

STATE LIBRARY BUSY

(Concluded from page 15, column 3)

caught during a recent vacation. An applique quilt lined with home woven muslin, made more than a century ago, has also been donated to the State Museum; a specimen of the earliest type of shorthand was received in the form of a letter written during the Civil War. Another new exhibit that is attracting wide attention is a group of Pennsylvania-Kentucky Rifles, which has been recently placed on display, together with a loan exhibit of hand illumined, hand written panels, 36 in number, of the Declaration of Independence.

AUXILIARY AGENCIES

Seventh World Conference

Understanding Among Nations Goal of International Conclave of Educators

To Be Held in Tokyo, Japan, August 2-7, 1937

The seventh biennial conference of the World Federation of Educational Associations, composed of the voluntary teachers organization of the various nations, will be held in Tokyo, Japan, from August 2 to 7, 1937. More than one thousand American School men and women, including many from Pennsylvania, are already making arrangements to attend this gathering which is widest in scope of all educational meetings during the year. The method of the convention is cooperative and the program well adapted to the needs of our modern times.

The World Federation of Education Associations, through the medium of its biennial international meeting, serves three major objectives: first, it promotes a better and more intelligent understanding among the civilized nations through the intermingling of teachers from every part of the world; second, it affords teachers an opportunity to visualize education on a world-wide scale and to interpret its function in the light of its broadest social implications; and third, this world conclave of teachers makes it possible for those in attendance to see the world from the other side and to observe first-hand the social and scenic phenomena of other nations.

The wide opportunities for teachers to realize this last purpose may be appreciated from the fact that since the inception of the World Federation of Education, its members have met successively in San Francisco, Edinburg, Toronto, Geneva, Denver, Dublin, and Oxford. Because the World's Fair will be in operation in New York City during 1939, that metropolis is being considered for the biennial meeting of the World Federation two years hence.

P.-T.A. URGES USE OF RADIO

Whereas radio offers such vital opportunities for serving parents, teachers and pupils, and the country at large, therefore:

Be it resolved that the Texas Congress of Parents and Teachers urge that definite plans for educational broadcasting for the public school system of Texas be further developed;

Be it further resolved that they cooperate with other agencies in education by radio.

—Texas Congress of Parents and Teachers

Annual Meeting Home Economics Association

Noted Specialists Discuss Practical Problems

The annual meeting of the Pennsylvania State Home Economics Association was held in Pittsburgh last month. Outstanding educators and specialists met with the members of the Association to discuss practical problems in the field of home economics education.

Among these vital topics were: Opportunities in Home Economics for Teaching Art Appreciation in Everyday Living, Progress of the Housing Program in Pennsylvania Industrial Centers, The Responsibility of Education in the Solution of Today's Economic and Social Problems, The Depression and Child Nutrition, and Education for Family Living for the Non-Home Economics Major.

Speakers for the occasion included Virginia Alexander of the Carnegie Institute of Technology; Joseph P. Tufts, Director of the Pittsburgh Housing Association; Charles S. Tippetts of the University of Pittsburgh; Edith Chace of Pennsylvania State College; Katherine Van Aken Burns, President of the American Home Economics Association; Lydian J. Roberts of the University of Chicago; Mabel B. Trilling of the Carnegie Institute of Technology; Laura W. Drummond of Temple University; and Gerald D. Whitney, Deputy Superintendent of the Pennsylvania Department of Public Instruction.

In addition to the general conference sessions of the convention, there were several luncheons, and excursions to The Cathedral of Learning, The Mellon Institute, The Carnegie Institute of Technology, and other places of interest; a Tea and Fashion Show, and an Association Banquet. Several business meetings and a meeting of the State Council were also provided in the program.

Officers of the Pennsylvania Home Economics Association are as follows:

President .....
....Rosalind M. Jewett, State College
Secretary..Margaret Heazlett, Wilkinsburg
Treasurer.....Emma Watts, Pittsburgh
Councillor .....
..Mrs. Elizabeth B. Morales, Mansfield
Councillor..A. Pauline Sanders, Greensburg

AASA

The Department of Superintendence has a new name. By terms of constitutional change voted by the convention the organization now becomes the American Association of School Administrators, a department of the National Education Association. In brief the AASA.

CONVENTION OF FUTURE CRAFTSMEN

Local Chapters of Pennsylvania Hold First State Organization Meeting

PAUL L. CRESSMAN
Director Bureau of Instruction

The boys of the local chapters of the Future Craftsmen Association of Pennsylvania held their first State organization meeting at Hershey during May. Delegates from the various chapters, as well as a number of interested members, attended the Conference at which State officers were chosen.

With the objective of setting a definite program of activities in operation at the opening of school in September, the delegates and members concerned themselves with such association affairs as a ceremonial for opening and closing meetings, an induction and initiation ceremonial, the selection of an emblem, and the composition of songs and cheers.

The convention also considered the framing of a Constitution for the State Association of a publicity committee to promote a wider interest in the Future Craftsmen of America in Pennsylvania.

STUDENTS DISPLAY ARTS

An exhibition of Fine and Decorative Arts created by secondary school students of America, was placed on display during the latter part of April in the Fine Arts Galleries of the Carnegie Institute. The showing, which continued until the middle of May, included a wide variety of work in the field of fine arts by representative students from all parts of the Nation.

The exhibit was sponsored by the officers and directors of Scholastic—The American High School Weekly.

P.-T.A.

Perils to Progress of P.-T.A. Programs

Obstacles which have retarded secondary school associations:

1. **Lack of trained leadership.**
2. **Lack of a plan for student-parent-teacher cooperation.**
3. **Delayed development of normal student-parent relationships.**
4. **Parents' indifference to the education and guidance of their children.**
5. **Failure to adopt a program suited to the needs of the secondary school group.**
6. **Indifference of teachers to parent cooperation.**

THE CHALLENGE OF DEMOCRACY TO EDUCATION

Horace Mann is the sort of patron saint of progressive education because he was a prophet of the idea of the absolute necessity of free public education for the existence and preservation of a democratic way of life. He believed thoroughly in the capacity of men and women for self government, yet he knew that it was only a capacity, not a complete inborn gift, and that public education for all was the only means by which the capacity should be realized! The problem of Horace Mann is with us . . . and perhaps in a more urgent and difficult way, the problem of how this institution is to be made serve the needs of the democratic way of life.

To my mind, the greatest mistake that we can make about democracy is to conceive of it as something fixed, fixed in idea and fixed in outward manifestation.

Democracy in order to live must change and move . . . in the schools the coming generations learn to understand the social forces that are at work, the directions and cross directions in which they work, the consequences that they are producing and the consequences that they might produce if they are understood and managed with intelligence.

As the schools provide an understanding of the movement and directions of social forces and an understanding of social needs and of the resources that they may be used to satisfy them, will they meet the challenge of democracy. Social life is always a composite of activities . . . that are producing consequences.

I ask the question whether it isn't the educator's business to see that the education given by schools is such that those who go out can take stock of the knowledge that is available for social betterment.

Education must have a tendency . . . a tendency to form attitudes which will express themselves in intelligent social action . . . there is a difference between aimless education and the education of inculcation and indoctrination . . . the alternative is a kind of education that connects the materials and methods by which knowledge is acquired with a sense of how things are done and of how they might be done.

What does democracy really mean? What would be its consequences? What direction shall we give to the work of the school so that the richness and fullness of the democratic way of life in all its scope may be promoted? The cooperative study of these questions is the task of education.

—John Dewey